

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180087

Grants.gov Tracking#: GRANT12659480

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180087

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The University of Texas at Austin

* b. Employer/Taxpayer Identification Number (EIN/TIN):

746000203

* c. Organizational DUNS:

170230239

d. Address:

* Street1:

3925 West Braker Lane

Street2:

Suite 3.340

* City:

Austin

County/Parish:

Travis

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

78759-5316

e. Organizational Unit:

Department Name:

Office of Sponsored Projects

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Meghan

Middle Name:

T

* Last Name:

Daniels

Suffix:

Title: Grants & Contract Specialist

Organizational Affiliation:

The University of Texas at Austin

* Telephone Number:

512-471-6424

Fax Number:

512-232-6649

* Email: m.daniels@austin.utexas.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

2018 NRC/FLAS, Middle Eastern Studies, University of Texas at Austin

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant TX-025

* b. Program/Project US-a11

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2022

18. Estimated Funding (\$):

* a. Federal	2,506,630.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,506,630.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Elena

Middle Name: V

* Last Name: Mota

Suffix:

* Title: Assistant Director

* Telephone Number: 512-232-1419 Fax Number: 512-232-6649

* Email: osp@austin.utexas.edu

* Signature of Authorized Representative: Elena Mota * Date Signed: 06/22/2018

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The University of Texas at Austin

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	89,384.00	108,296.00	110,779.00	113,338.00		421,797.00
2. Fringe Benefits	26,501.00	31,986.00	32,706.00	33,448.00		124,641.00
3. Travel	31,500.00	31,500.00	31,500.00	31,500.00		126,000.00
4. Equipment						
5. Supplies	22,500.00	22,500.00	22,500.00	22,500.00		90,000.00
6. Contractual						
7. Construction						
8. Other	112,851.00	105,501.00	93,151.00	85,901.00		397,404.00
9. Total Direct Costs (lines 1-8)	282,736.00	299,783.00	290,636.00	286,687.00		1,159,842.00
10. Indirect Costs*	22,619.00	23,983.00	23,251.00	22,935.00		92,788.00
11. Training Stipends	313,500.00	313,500.00	313,500.00	313,500.00		1,254,000.00
12. Total Costs (lines 9-11)	618,855.00	637,266.00	627,387.00	623,122.00		2,506,630.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2016 To: 08/31/2018 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health & Human Services

The Indirect Cost Rate is 56.50 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

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Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The University of Texas at Austin	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Elena V Mota	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
The University of Texas at Austin	06/22/2018

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="N/A"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Elena V Mota"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Elena"/> Middle Name <input type="text" value="V"/> * Last Name <input type="text" value="Mota"/> Suffix <input type="text"/> Title: <input type="text" value="Assistant Director"/> Telephone No.: <input type="text" value="512-232-1419"/> Date: <input type="text" value="06/22/2018"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_427_MES_20181031746793.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427: Compliance

The Center for Middle Eastern Studies (CMES) at the University of Texas at Austin (UT) complies with Section 427 of GEPA to provide equal access to and participation in the activities of the Center and the FLAS fellowship program for all students with special needs. The following project narrative addresses the policies and practices that ensure equal access and treatment, and the relevant passages are reproduced below.

The CMES is committed to providing equal access and treatment to eligible students who are members of traditionally underrepresented groups. The Fall 2017 undergraduate and graduate student body at UT was composed of 42.4% White; 20.4% Hispanic (any combination); 3.9% Black only; 0.7% Black (2 or more excluding Hispanic); 18.2% Asian only, 0.2% American Indian only, 0.1% Hawaiian/Pacific Islander only, 2.6% Two or more ethnicities excluding Hispanic and Black; 10.2% Foreign; and 1.2% unknown. UT prohibits discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, veteran status, and sexual orientation. Furthermore, the College of Liberal Arts scrutinizes the hiring process of each faculty and classified staff member to ensure that members of underrepresented groups are given serious consideration for any position available, requiring substantive documentation of efforts made during recruitment, interviewing, and hiring. UT and CMES have sought and encouraged faculty, staff, and student applications from members of underrepresented groups and have drawn upon designated funding resources for qualified students from these groups.

Furthermore, our center's outreach program responds to requests for assistance from all groups and individuals and makes a special effort to reach underserved areas in rural and poor districts. Recent outreach activities include significant collaborations with two local minority-serving institutions: Huston-Tillotson University and Austin Community College. These partnerships lead to greater access to UT resources for students and faculty at these institutions. We are currently working with UT's College of Education and the Longview Foundation on a global literacy conference for K-5 educators, focusing primarily on teachers from outside Central Texas (including the areas of Brownsville, Corpus Christi, Houston, and Dallas) who work largely with refugee, immigrant, and ESL populations.

Finally, Liberal Arts Instructional Technology Services (LAITS) operates under a policy of equal access for all users. All web-based content is thus reviewed for accessibility for the hearing and visually impaired. As many of our initiatives, including the *15 Minute History* podcasts and outreach webinars, involve digital materials and presentations, we share LAITS's devotion to making these resources accessible.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The University of Texas at Austin

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Karen		Grumberg	

Address:

Street1:	204 West 21st F9400
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512-471-5134	

Email Address:

keren@austin.utexas.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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Abstract

The Center for Middle Eastern Studies (CMES) at the University of Texas at Austin (UT) meets both Absolute Priorities established for NRCs. It promotes informed understanding of diverse perspectives on the Middle East through rigorous academic programming and scholarship, public outreach, teacher training, and accessible digital and material resources. CMES offers interdisciplinary bachelor and master degrees in Middle Eastern Studies (MES) and a variety of courses taught by 73 faculty across six colleges and 18 departments, including courses in Arabic, Hebrew, Persian, and Turkish, helping provide experts in areas of national need.

We seek support from the Department of Education to promote critical initiatives that build upon our strengths and allow us to share resources to promote interest in and knowledge of the Middle East, as well as the region's role in global affairs. Funding for 2018-2022 will support initiatives serving underrepresented groups, expanding public outreach, strengthening language instruction, enhancing academic programs, and supporting original research on the region.

In accordance with Competitive Priority #1, CMES is dedicated to collaborating with minority-serving institutions (MSIs) and community colleges to help establish and strengthen global studies and teacher training. Besides continuing our successful engagement with Huston-Tillotson University (HTU), a local MSI, and Austin Community College (ACC), we are establishing links with another MSI, the University of Texas Rio Grande Valley (UTRGV). In response to Competitive Priority #2, we are partnering with education programs at UT and HTU to enhance teacher training and provide new opportunities for pre-service educators to strengthen the teaching of global studies and Middle Eastern languages and cultures in Texas and beyond.

Project Narrative File(s)

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A. Program Planning and Budget

The activities for which the Center for Middle Eastern Studies (CMES) at the University of Texas at Austin (UT) seeks funding address the absolute, competitive, and invitational priorities outlined by the National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) application, supporting the purpose of our NRC and the quality of our programs.

A.1 Instructional Programs. In support of our undergraduate and graduate academic programs, we seek funding to develop and maintain several online language course initiatives. We plan to maintain our online Persian language courses, which are small, conversation-based classes dependent on grant funding. We will continue offering one advanced online Persian course per year as well as hosting online Persian conversation resources now in development. The MES Turkish language coordinator has been developing an Open Educational Resources (OER) textbook and online curricular materials aligned with the American Council on the Teaching of Foreign Languages (ACTFL) standards for Intermediate- and Advanced-level communicative skills and intercultural proficiency descriptors; these will be available online in Fall 2019. We are also collaborating with the Western Consortium's joint initiative to offer advanced online Turkish (Summer 2018) and beginner online Kurdish (Fall 2018, line item 26).

Starting in 2019, the Center for Middle Eastern Studies (CMES) hopes to collaborate with the Schusterman Center for Jewish Studies (SCJS) and the Islamic Studies Initiative (ISI) to hire a visiting lecturer (funded at 33% per unit) to teach courses on *Jews in the Islamic World*, a topic that encompasses areas such as history, political science, culture, and language (line item 3). Recruitment for this position will take place in year one, with the contract beginning in Fall 2019 and lasting three years. This position would fit into our efforts, currently underway, to enhance the diversity of the student population benefitting from MES at UT. Also to this end, we

are currently submitting a proposal for a graduate portfolio program in MES (scheduled to take effect in Fall 2019). This program will bring together CMES-affiliated faculty and their courses to offer a targeted, transcribed MES area of expertise to students outside the MES graduate program, from departments and graduate and professional programs across campus.

A.2 Teacher Training. A significant portion of our efforts over the next four years will be on training current and future educators. Hemispheres activities for in-service and pre-service K-12 teachers include: the annual Hemispheres Summer Institute, regional workshops, webinars, the development of curricular resources, and in-country experiences abroad led by the Outreach Director (line items 16, 30-33). We also request support for teacher travel stipends in years one and three (line item 36). In addition to the flagship Hemispheres Summer Institute, we will partner with UTeach, the Harry Ransom Center (HRC), and other UT NRCs to conduct an annual summer workshop entitled *Teaching from the Archives* (line item 37). We will also collaborate with UT's College of Education (CoE) and other UT NRCs to conduct an annual workshop entitled *Critical Literacy & Language Summer Institute* (line item 46). These new workshops are open to both pre-service and in-service educators.

A.3 Minority-Serving Institution (MSI) Partnerships. In accordance with the priorities, we established and expanded substantial partnerships with various MSIs in Texas: Huston-Tillotson University (HTU), Austin Community College (ACC), and UT Rio Grande Valley (UTRGV). These partnerships have been developed in collaboration with other NRCs as part of Hemispheres. Our partnership with HTU will include a Global Studies program faculty retreat, support for various global events on the HTU campus, and a course buyout that will allow HTU faculty to develop courses for the new Global Studies major (line items 41-43). In addition, CMES will continue to offer a Middle East-related course each year at HTU, and we request

funding for the instructor's salary (line item 45). Our partnership with ACC includes support for our ongoing Faculty Learning Community, as well as a new initiative to support an academic coordinator to expand their Global Interdisciplinary program (line items 39-40). Our newest partnership is with UTRGV, whose Global Thinking Series we plan to support. The series will include academic lectures and global events and will promote connections between UTRGV and UT Austin faculty (line item 44).

A.4 Community Engagement. Additional funding is requested to fulfill our mission to advance understanding of the Middle East through outreach to academic and community networks. We therefore seek support to co-sponsor cultural events, i.e. the Abraham/Ibrahim Film Series at Austin Film Society. We will further engage the public through a robust program of lecture series on a wide variety of topics, including Middle East history, linguistics, Islamic Studies, late antiquities, cinema, journalism, literature, and Turkish Studies (line items 62-77). Funding is also requested to co-organize an average of 14 academic conferences per year to foster exchange among colleagues in MES, global studies, and other NRCs on campus and across the country (line items 48-61). Conference themes will include Middle Eastern literatures and linguistics, global health, media literacy, religious studies, and nonprofit opportunities, among others. We request support in year two towards an outreach pre-conference at (National Council for Social Studies) NCSS, to be held in Austin in 2019, which will bring together outreach personnel from around the US to share resources and best practices (line item 35). In addition to these initiatives, we also request funding to support a part-time Refugee Student Mentor Program (RSMP) coordinator, to ensure the continued success and growth of this important program connecting CMES to the local refugee population and K-12 teachers (line item 38).

A.5 Other Activities. We request support for activities that will ensure the success of the

above initiatives as well as the overall success of the Center. These activities include an annual program assessment by an external evaluator (line item 23), travel support for CMES faculty and staff (line items 12-19), library acquisitions (line item 21), general program expenses (line items 20 and 22), and salary for key program personnel (line items 1-2, 5-6).

B. Staff resources

B.1 Faculty qualifications. Our faculty and staff offer strong expertise in Center activities. The CMES Director, Karen Grumberg, is an Associate Professor specializing in Hebrew Literature and affiliated with the Program in Comparative Literature. After completing her PhD at UCLA, she published her first book with Syracuse University Press (2011). Her second book is forthcoming with Indiana University Press (2019). The DMES Chair, Na'ama Pat-El, is an Associate Professor specializing in Semitic and historical linguistics and affiliated with the Department of Linguistics. After completing her PhD at Harvard, she published a monograph with Gorgias Press (2012). The profiles in Appendix 1 summarize the individual qualifications of our faculty. CMES has 73 faculty in 20 departments and six colleges/professional schools who focus on the Middle East region: 31 full professors, 25 associate professors, four assistant professors, one clinical professor, two senior lecturers, and ten lecturers. Many have received national and international recognition and have been awarded major research grants and awards by a variety of funding agencies, including the National Endowment for the Humanities, American Council of Learned Societies, and the Collaborative International Research Grant from the American Academy of Religion. Our faculty have won competitive teaching awards including the Leslie Waggener Centennial Teaching Fellowship, Provost's Teaching Fellow, Gilbert Teaching Excellence Award in Women's and Gender Studies, and the Texas Foreign Language Teaching Excellence Award. Our faculty have also received book prizes such as the

James Henry Breasted Prize, Hamilton Book Award, Syrian Studies Association Book Prize, and Iran's World Prize for Book of the Year. Furthermore, our Arabic, Persian, and Hebrew faculty have produced language textbooks and online resources used all over the world: *Al-Kitaab* (volumes 1 and 2), *Persian of Iran Today* (volumes 1 and 2), *Modern Hebrew for Beginners*, and *Modern Hebrew for Intermediate Students*.

B.2 Professional development. Professional development opportunities for faculty include national and international travel for conference presentation and research. In 2016-17, UT provided \$28,800 to support MES faculty conference travel. Three UT programs provide paid release time from teaching on a competitive basis: Faculty Research Assignment, Summer Research Assignment, and College Research Fellowship. UT tenured and tenure-track faculty have access annually to the Faculty Travel Grant, which provides \$1,200/year to be used for conference travel. Lecturers who present on language pedagogy at a conference qualify for travel funds through College of Liberal Arts (CoLA). The Center for Teaching and Learning provides training and development opportunities to help faculty become more effective instructors. Center staff are strongly encouraged to seek professional development opportunities. Last summer, the Administrative Manager enrolled in a documentary film workshop in the Department of Radio-Television-Film, which led to the creation of outreach and student testimonial videos that promote Center activities. The Outreach Director is taking advantage of UT's staff educational benefit to complete coursework towards a Master's degree in Middle Eastern Studies. Several staff members have completed courses in Arabic, Turkish, Persian, and software programs.

B.3 Faculty participation in teaching, supervision, and advising of students. CMES's 60 tenured and tenure-track faculty regularly teach six credit hours per semester, while our 13 lecturers teach nine to 12 credit hours per semester. On average, ten Assistant Instructors and 21

Teaching Assistants are assigned to one course each semester. CMES also employs three Fulbright Language Teaching Assistants, who assist with one course per semester. Teaching staff also oversee language tables, which emphasize dialects and conversation. From 2014-18, 39 MES faculty supervised the theses of 62 MA students and the dissertations of 83 PhD students. Twelve faculty have supervised 12 undergraduate honors theses. Advising responsibilities are shared amongst the C/DMES faculty graduate advisors and the undergraduate and graduate coordinators. The faculty advisors (in consultation with faculty supervisors) aid students in shaping their academic training, while the coordinators advise students regarding program requirements, deadlines, and policies.

B.4 Staffing involving faculty from different departments, schools, and the library. The CMES Graduate Studies Committee (GSC), chaired by the CMES Graduate Advisor, includes 42 faculty representing diverse disciplines, languages, and backgrounds. The DMES GSC, chaired by the DMES Graduate Advisor, includes 39 faculty. GSC members hail from a wide spectrum of departments (such as Government, Religious Studies, and Sociology) and professional schools (such as Business, Global Policy, and Law). Faculty who request to join either GSC must have a PhD, teach graduate seminars related to the Middle East, and be qualified to supervise MES-related theses and dissertations. Membership is subject to approval by the existing GSC members. The GSC is responsible for the yearly evaluation of the progress of each MES graduate student; for the fair distribution of funding; and for general degree assessment. The main governing structure of DMES, which houses the CMES, is the Executive Committee (EC), comprised of 11 elected DMES-affiliated faculty from various departments: eight tenured, at least one tenure-track, and at least two non-tenure-track (non-voting). The EC works with the DMES Chair on strategic planning, oversees faculty annual reviews and merit reviews, and votes

on new faculty hires. Additionally, the CMES Director, through personal meetings and online communication, keeps faculty affiliates apprised of activities and strategic initiatives.

B.5. Staffing for administration and outreach. CMES is supported by the Director, Associate Director, NRC Coordinator, Outreach Director, Events Coordinator, Assistant Manager, Graduate Coordinator/FLAS Coordinator, Undergraduate Coordinator, and Publications Editor.

B.6 Nondiscriminatory hiring and equal access. The Center is committed to providing equal access and treatment to eligible students and other participants who are members of traditionally underrepresented groups. UT prohibits discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship, veteran status, and sexual orientation. Furthermore, the College of Liberal Arts (CoLA) scrutinizes the hiring process of faculty and classified staff members to ensure that members of underrepresented groups are given serious consideration, requiring substantive documentation of efforts made during recruitment, interviewing, and hiring. UT and CMES have sought and encouraged faculty, staff, and student applications from members of underrepresented groups and have drawn upon designated funding resources for qualified students from these groups. UT's Services for Students with Disabilities (SSD) office ensures students with disabilities have equal access to their academic experiences by determining eligibility and approving reasonable accommodations. SSD also provides training for faculty and staff to create accessible classrooms and academic programming.

C. Impact and Evaluation

C.1a Enrollments and graduate placement data. MES courses draw a substantive enrollment from a wide range of departments. Total enrollments in MES courses from Fall 2014 to Spring 2018 were 1,303 for graduate courses and 6,397 for undergraduate courses. In this period, 1,046 undergraduates and 342 graduate students were enrolled in advanced language courses; 1,117

undergraduates were enrolled in advanced area studies courses. These numbers demonstrate the profound impact of undergraduate and graduate MES courses across campus (Appendix 2).

After completing the MA degree, Center students work in public service (for example in the Department of State) or in the private sector (such as Environ and Ergo). We have obtained information for 68 of the 97 MES graduates from 2014-18: five work in the public sector, six in the private sector, three in nonprofit organizations, 39 in educational services, and 15 are pursuing PhDs or a JD (Northwestern; University of Indiana at Bloomington; CUNY School of Law; Yale; Harvard; Brigham Young University; and UT Austin). The placement record for PhD students in MES is strong; graduates since 2014 have found tenure-track positions at institutions such as NYU, University of Pennsylvania, University of Massachusetts at Amherst, University of Tennessee Knoxville, University of Maryland, and Pennsylvania State University.

C.1b Participation rates for events. In 2017-18, CMES sponsored or co-sponsored 69 events, with an average attendance of 45 people per event. We partner with departments across campus, as well as community organizations (such as the Society of Iranian American Women), federally funded entities (such as the Arabic Flagship Program), and non-governmental academic entities (such as the Robert Strauss Center for International Security and Law). Some events attract a

broader, community audience (such as our annual collaboration with the Austin Film Society), while others (such as our colloquia and lecture series) are geared toward a specialized university audience. The Bereket Middle Eastern Ensemble biannual performance bridges the Austin community and the University, attracting upwards of 500 people from around Austin.

Table C.1b: CMES Events				
Year	2014	2015	2016	2017
Events	43	53	59	82
Attendees	1,309	2,516	3,562	2,808
Collaborations	43	53	59	82

We have collaborated with other universities in the region, including Rice and St.

Edward's, to organize events with an expanded regional audience. CMES also regularly hosts speakers from around the world in lecture series, colloquia, and public presentations, helping to make UT an international hub for the exchange of ideas about the Middle East.

C.1c Usage of Center resources. The diverse range of activities undertaken by the CMES leaves a substantial impact on the community, the university, the region, and the nation. For example, the Refugee Student Mentor Program (RSMP) has a profound impact on refugee children and the volunteers who work with them. It also impacts the schools themselves, creating opportunities for understanding among students, teachers, and administrators, and thereby easing the transitional experience of refugee absorption for the schools and the refugee families. Sixteen Austin Independent School District (AISD) schools have benefitted from the RSMP. Fifty UT students currently volunteer in the RSMP; 53 potential volunteers attended two RSMP volunteer trainings in 2017-18. Further, RSMP raised \$10,056 toward student volunteer transportation costs and gained visibility through a feature story on KUT (Austin's NPR affiliate). In addition to the RSMP, CMES held a Refugee Awareness Workshop in fall 2017 for 32 Austin-area teachers and administrators, featuring representatives from RSMP, AISD, and local social service organizations. We plan to offer this workshop on a regular basis.

Methods and materials developed by Center faculty are leaving their mark locally, nationally, and internationally. Thirty institutions from across the US and around the world use *Persian of Iran Today*, including Columbia, Cornell, Duke, Princeton, Stanford, Berkeley, Chicago, Michigan, Penn, the American University in Beirut, and Haifa University. Also demonstrating the Center's impact on the community is its hosting of four to six weekly language tables open to the public. The language tables, which encompass various dialects, cover three to four languages per semester, with an average attendance of ten.

In 2016-17, CMES and Hemispheres reached 8,737 participants from around the US at seven conferences. They hosted 31 K-16 distance-learning

Table C.1c: Outreach Activities			
Year	2014	2015	2016
Attendees	8,621	9,659	16,305
Activities	86	87	131
Collaborations	74	83	122

opportunities with 2,058 participants. Further, they participate in Explore UT by hosting cultural activities for K-12 students, reaching an average of 600 participants each year.

Since 2014, our publications program, which specializes in publishing translations of Middle Eastern literature, has sold 2,846 books (nine titles), which have received numerous accolades and awards, including the PEN Translation Prize, the National Endowment for the Arts Fellowship, and the Booker International Prize.

C.2 Addressing national needs; disseminating information. CMES addresses national needs primarily through teaching, outreach, and events. Our rigorous language training programs produce students with high levels of fluency in Middle Eastern languages; we also encourage the study of more than one Middle Eastern language through our Dual Language Program. Our Arabic Flagship Program positions UT and CMES as a main artery of Arabic language study in the US. We are the only university to offer online Persian, a course that has attracted students from all over the world and across the US. Language textbooks produced by Center faculty, such as *Al-Kitaab*, *Persian of Iran Today*, and *Modern Hebrew for Intermediate Students*, are widely used all over the country, so students across the US are being trained by materials developed by our faculty. Further, some of our language programs offer special advanced sections in professional language training (for instance, an advanced Hebrew and Technology course). We encourage MES majors to pursue a second major or certificate program; many acquire a double major in International Relations and Global Studies (IRG), qualifying them to work in areas of national need. We also offer numerous certificate programs for students outside our department

who wish to acquire knowledge related to the Middle East. We are currently creating an MES Graduate Portfolio to allow graduate students in other fields to acquire knowledge of the region. Finally, our students benefit in the classroom from our highly regarded faculty, many of whom are regularly consulted by the media for expertise on current events regarding the Middle East, Islam, and US/Middle East relations (for example, Jeremi Suri, Denise Spellberg, Hina Azam, and Kamran Aghaie). Our faculty publications disseminate information to a scholarly audience and to a broader public on the history, politics, and culture of the Middle East region.

CMES's Outreach program generates materials fundamental to national needs, providing teacher training and curricular development related to Middle Eastern language, culture, and society, and ensuring the representation of the Middle East in K-12 curricula.

The CMES Events program disseminates information to a broad public audience by offering lecture series, panel discussions, and workshops by experts on topics such as national security, intelligence, and the cultures, histories, and languages of the Middle East.

C.3 Equal access and treatment. CMES adheres to UT's commitment to equal opportunity, as outlined in its official policy: "In accordance with federal and state laws, The University of Texas at Austin does not discriminate on the basis of gender in recruitment or admissions and prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, age, disability, citizenship and veteran status. Discrimination on the basis of sexual orientation, gender identity or gender expression is also prohibited pursuant to university policy." UT has three offices to handle inquiries regarding the university's non-discrimination policies: the Title IX Coordinator; the Age Discrimination Act Coordinator; and the Office of Inclusion and Equity. CMES takes seriously reports of discrimination and requests for accommodation from students with disabilities. We work confidentially with students to ensure their needs are met, that they

are treated fairly, and that they have full access to campus resources. Multiple CMES faculty, staff, and graduate students have attended the DisABILITY Advocate training, the Gender and Sexuality Ally training, and the Creating an Accessible Classroom workshop. We invite a mental health counselor to the annual MES graduate orientation to address coping methods for sensitive issues in the classrooms where many students will teach.

CMES has created a tuition waiver program to encourage minority students to attend the Arabic Summer Institute (ASI). Additionally, the CMES is deeply committed to our collaborations with Minority-Serving Institutions (MSIs), which will have a long-term impact on the educational trajectories of students and instructors there.

C.4 Evaluation plan and improvement of Center. CMES undertook an external evaluation plan focused on Title VI data, conducted by an independent consultant, Dr. Jessica Hartos, Associate Professor at the University of North Texas. Dr. Hartos specializes in program evaluation, applied research, and statistics. She regularly assesses Center activities, including course enrollments and trends, degree attainment statistics, events, outreach activities, and collaborations between the Center and other units on and off campus. The goal of enlisting her evaluation is to acquire a long-term picture of the trends at CMES and to demonstrate that the Center functions in accordance with Title VI priorities. The outcome of her evaluation has been to identify potential growth in specific Center activities, as well as initiatives that warrant revision for greater success, outlined below. In addition to Dr. Hartos's evaluation, we are preparing for an on-site external review of MES, to take place in Spring 2019, by a committee of three reviewers. We have invited the following reviewers for this task: Dr. Michael Cooperson, UCLA; Dr. Michael Bonner, University of Michigan; and Dr. Martha T. Roth, University of Chicago. This committee will assess the MA and PhD programs in the Center and Department of Middle Eastern Studies

(DMES) and provide detailed feedback and suggestions for improvement. MES is producing a self-study report to evaluate the ranking of our graduate programs in comparison to those at peer institutions; outline our strategic hiring plan; examine our current admissions process; and identify strengths and weaknesses.

Based on the evaluation conducted by Dr. Hartos, CMES took several steps to improve our program. We expanded our community collaborative outreach activities and were able to reach approximately 4,000 more participants in year three than in year two of the grant cycle. We increased the number of participants in our K-16 training workshops. We also have greatly expanded the reach of our newsletters and have dramatically grown our library resources. Also on the basis of Dr. Hartos's data, we determined that a prior goal of conducting webinars to reach teachers across the US was less effective than we had anticipated and redirected those resources to increasing available in-person workshops and access to web-based curricular materials, for which there was more demand.

A recent College of Liberal Arts (CoLA) assessment showed that language enrollments have dropped across the College over the last four years; CMES conducted an evaluation of the Dual Language Program and found that, while a few students were taking advantage of it, the program was generally under-enrolled. In light of these College, Center, and Department evaluations, CMES launched a dual language initiative to bolster language enrollments across MES. The goal was to increase enrollments particularly in Hebrew, Persian, and Turkish by three to four students per year for each language, in the hopes of eventually requiring all Center MA students to study a second Middle Eastern language for at least two semesters. To achieve this goal, we prioritize dual language students for travel funding and waive their tuition for the ASI. Since implementing the initiative last year, our graduate enrollment in a second Middle Eastern

language increased threefold, from four to 12. Additionally, in the last two years, internal departmental assessment indicated that demand for first-year Arabic remains high, and that insufficient numbers of Arabic class sections were offered. In response, we have increased the number of first- and second-year Arabic sections from five in Fall 2015 to eight in Fall 2017, which also increased the number of students qualified to take advanced Arabic language courses.

C. 5 and 6 Placements in areas of national need; relevant trainings. Placement data demonstrates that our graduates are filling areas of national need in the public and private sectors (Section C.1a). CMES's language pedagogy, across all four modern languages, stresses communication skills. We host an average of five to six widely advertised, weekly language tables, where students hone conversation skills. Languages offered include: Arabic (multiple dialects), Persian, Turkish, Hebrew, and Hurrian. In the classroom, our Arabic program, recognized globally as the leader in the teaching of Arabic dialects, offers Moroccan, Egyptian, Saudi, and North Levantine Arabic. This breadth of opportunity means that our students gain highly specialized knowledge relevant to national needs.

To increase the number of students who go into placements in areas of national need, we create opportunities for interaction with figures central to areas such as intelligence and diplomacy through lectures and lunchtime talks. We organize events that bring MES alumni to conduct professional development workshops and discussion sessions on topics relevant to national need. The MES Dual Language Program makes students more competitive on the job market, equipping them with an unparalleled breadth of language training and positioning them favorably in areas of national need. MES's Dual Degree programs with Law, Public Affairs, Global Policy Studies, Business, Journalism, Information Studies, and Radio-Television-Film allow students to integrate critical knowledge pertaining to the Middle East in a wide variety of

professional contexts. MES graduate students gain experience in planning, networking, and coordination by organizing their own large-scale events, such as the Jil Jadid Conference. Finally, we encourage our students to apply for fellowships and scholarships that contribute to areas of national need through their goals and requirements, such as the Critical Language Scholarship, Boren, Fulbright, and FLAS fellowships. Many of our students have received such fellowships, increasing the pool of qualified contributors to areas of national need. MES students also have a successful record of securing internships in areas of national need, including: the Conflict Resolution Program in the Carter Center in Atlanta (2017); the Department of Defense (2018); the Institute for the Study of War in Washington D.C. (2018).

Though CMES did not have FLAS in the last grant cycle, we encouraged students to apply for FLAS through other units. Several MES students have received FLAS and gone on to pursue successful educational/career trajectories in areas of national need. For example, one MES FLAS recipient is currently completing his PhD in Middle Eastern Studies and History at Harvard University. Another FLAS recipient has been awarded a postdoctoral research fellowship with the Middle East Initiative at Harvard Kennedy School of Government's Belfer Center for Science and International Affairs. In the last two years, five MES students have been awarded the FLAS fellowship from units outside MES.

D. Commitment to Subject Area

D.1 Center operation. UT provides \$7,863,999 toward the operation of the Center.

The CMES is housed together with the DMES in Calhoun Hall, which has 48 faculty/staff offices, a reading room, a meeting room, a designated classroom, and two copy rooms. A shared suite of offices houses the MES staff, as well as the DMES chair and the CMES director, whose offices are adjacent. The shared space enhances ease of collaboration and further demonstrates

institutional commitment to the Center. Calhoun Hall also houses offices and workstations for

Table D.1 Institutional Support for Middle Eastern Studies, 2016-17				visiting
Program operations		Teaching		faculty,
Staff salaries, benefits	\$251,266	Faculty salaries, benefits	\$6,420,127	
Operating expenses	\$26,760	Instructional assistants, benefits	\$475,179	Teaching
Total program operations	\$278,026	Faculty travel	\$28,800	
Student support		Faculty research	\$124,914	Assistants,
Non-resident tuition waivers	\$178,276	Total teaching staff	\$7,049,020	
Fellowships/scholarships	\$31,768	Outreach/events		and
Total student support	\$210,044	Staff salaries, benefits	\$59,340	
Library resources		Publications staff, benefits	\$43,538	Assistant
Library staff	\$121,930	Book production	\$7,206	
Acquisitions	\$89,000	Events and exhibits	\$5,895	Instructors,
Total library resources	\$210,930	Total outreach/events	\$115,979	
		Total institutional support	\$7,863,999	

with additional space for meetings, storage, and administrative services. The Center also has 17 graduate student workstations in Homer Rainey Hall and ten in Flawn Academic Center.

D.2 Teaching staff. The Center includes 73 faculty affiliates across 20 departments and six colleges/professional schools (Appendix 2). Among these, 60 serve within the institutional tenure system, including four assistant professors, 25 associate professors, and 31 full professors. Therefore, most of our faculty have the security of institutional tenure. The fifty faculty who serve on the CMES Graduate Studies Committee supervise MA theses and PhD dissertations, and help maintain the standards of the graduate program. Our teaching staff also includes 21 TAs, ten AIs, and three FLTAs. Ten of our current faculty have been hired since the last grant cycle, including an associate professor and nine lecturers of Middle Eastern Studies. Along with these new instructors, we have had two faculty promoted from assistant to associate levels, and another four from associate to full. MES has created a strategic hiring plan, which specifies the following new PhD hires for upcoming academic years: 2018-19: Lecturers of Arabic (three positions); Lecturer of Hebrew and Middle Eastern Culture; Assistant Professor of Jurisprudence/Middle Eastern History; Associate or Full Professor of Arabic; 2019-20: Associate

and Assistant Professors of Arabic Literature; Associate Professor of Ancient Near East/Hebrew; 2020-21: Associate Professor in Arabic; Assistant or Associate Professor of Persian.

D.3 Library resources. In 2016-17, the UT Libraries (UTL) reported \$19,078,518 on materials expenditures, of which approximately \$5.5 million was cooperative purchasing in partnership with the entire UT system. UTL international, area, and/or global studies acquisitions budgets for 2017-18 are over \$800,000.

The UTL has two librarians specializing in the Middle East, who, along with the CMES, sustain a mutual commitment to maintain and expand one of the top Middle East collections in the US. The UTL dedicates 3.1 FTE to support the Middle East collection. The MES Librarian and the Hebrew, Jewish, and Israel Studies (HJIS) Librarian manage over \$89,000 annually for acquisition of library materials in all Middle Eastern languages and formats. With support from CMES, the MES and HJIS Librarians have initiated an acquisition and networking travel program to acquire materials, expand the scope of MES collecting strategies, develop new initiatives and collaborations, and establish essential contacts for faculty and students at UT who undertake research in the Middle East. The librarians have taken five acquisitions trips in the Middle East region with support from the UTL and the CMES. Other than approximately \$36,000 from the Title VI grant for acquisitions during 2014-18, library staff and acquisitions are funded entirely by the university.

Combined funding from the UTL and the CMES has helped create and maintain an MES collection considered among the top ten in the US, and unparalleled in Texas and the southwest region. As of April 2018, the Middle Eastern language holdings of the UTL total 156,435; approximately 2,500 new items are added to the MES collection annually. Additional collections of MES materials are housed in other UT libraries, including the Fine Arts Library, the

Architecture Library, and the Law Library. Additionally, the world-renowned Harry Ransom Humanities Research Center holds several Middle East-related collections.

D.4 Linkages with institutions abroad. Collectively and individually, the CMES and its faculty have built strong links to institutions abroad. We have proposed a partnership with Tel Aviv University's Iranian Studies program, which will involve student and faculty exchange and a joint program of study. We are continuing a five-year collaboration with IKOS (Department of Culture Studies and Oriental Languages) at the University of Oslo (UiO). CMES has initiated collaboration among regional centers and institutes at UT and UiO in the context of Conflict and Peace Studies. We have expanded the partnership beyond UiO to include the prestigious Norwegian Peace Research Institute. The inaugural event of this new collaboration, a workshop on "Culture and Violent Conflict," will take place in August 2018 in Oslo. Additionally, CMES maintains a continual presence in Morocco, at the Arab-American Language Institute and at Moulay Ismail University, where our students regularly travel to study Arabic.

Individual faculty members have forged international connections, as well. Since 2014, CMES faculty affiliates have served as fellows or guest professors at such institutes as: the American Research Center in Egypt; the American University in Beirut; the Museum für Islamische Kunst Berlin; the German Archaeological Institute; the Institute for Advanced Study in Nantes, France; the Université Paris Ouest Nanterre La Défense; the European Institute for Advanced Study/Netherlands Institute for Advanced Study. Also, in 2017-20, we have a visiting faculty affiliate from the University of Zurich.

In addition to these broad collaborative efforts, the CMES hosts visiting scholars from overseas institutions annually, allowing our faculty to engage with colleagues from the region and enhancing the research and teaching agendas of the Center. Since 2014, we have hosted 11

visiting scholars and ten Foreign Language Teaching Assistants (FLTAs) from Turkey, Iraq, Yemen, Italy, Pakistan, Israel, and Morocco who were able to secure funding to undertake research or to teach at CMES.

Our academic program encourages experiential learning through internships and study abroad. Despite the difficulties inherent in administering study abroad programs in a region that can be volatile, UT offers many study abroad options administered by the International Office (IO). A new competitive fellowship program at UT, the President's Award for Global Learning, covers travel expenses and \$25,000 towards the implementation of a collaborative project between a UT faculty/student team and an international institution or organization; a group of MES students is currently compiling a proposal for the Middle East region. More broadly, a student adviser on the IO staff is assigned to the Middle East region and works closely with our own student advisers on recruitment, registration, and credit transfers for students studying overseas, in locations in the Middle East including Turkey, Israel, Jordan, United Arab Emirates, and Morocco. The CMES Director is actively engaged in enhancing and expanding the study abroad experience and other international opportunities available to UT students, and UT engages the Center in an ongoing conversation with other area studies centers and with the College of Liberal Arts (CoLA) to discuss and implement paradigms that will enhance the internationality of the UT campus.

D.5 Center outreach activities. UT funds 50% of the salaries of both the CMES Outreach Director and the Events Coordinator. UT provides funding for CMES outreach activities at Explore UT, an annual event that brings 50,000 students and families to the UT campus. In 2017-18, UT provided four travel stipends to teachers who participated in the Hemispheres/GEEQ spring break trip to Morocco. The Center outreach program enjoys a

reciprocal relationship with UT, contributing to units across campus and benefitting from university funding and administrative/logistical support. The Center remains committed to providing educational resources and opportunities to other programs and colleges on the UT campus, other two- and four-year institutions of higher learning, K-12 educators, businesses, the media, and the community at large. UT has been instrumental in supporting these endeavors.

D.6 Qualified students in MES-related fields. The Center offers competitive programs for undergraduate and graduate students. At the undergraduate level, CMES serves over 47 majors each year, while contributing directly to more than 100 other students majoring in Arabic, Hebrew, Turkish, Persian, Islamic Studies, and Middle Eastern Languages and Cultures (MELC). At the graduate level, the Center currently enrolls 39 students in the MA program in MES and 36 students in the MELC PhD program. It benefits another 145 graduate students working directly on the region, not only in DMES but also in subjects such as history, comparative literature, government, public affairs, sociology, anthropology, foreign language education, music, geography, and journalism. Since the beginning of the current grant cycle, 97 graduate students have earned MA and PhD degrees in MES. The Graduate School provides, on average, a total of \$370,818/year of fellowship/stipend support of MES graduate students. Additionally, UT provides an annual average of 37 non-resident tuition exemptions (NRTes) for MES students, ranging from \$4,000-\$8,000 each, worth a total annual average of \$194,000.

The Center supports graduate students invited to present their work at national academic conferences. We currently provide conference travel funding on average to 11 students each year, of which five attended the Middle East Studies Association annual meeting. Of these, three were funded by CoLA and eight by the Graduate School. Several small named fellowships are available for students studying specific languages, including Hebrew, Arabic, and Persian.

D.7 Financial support for FLAS applicants. CoLA provides CMES with a limited allotment of NRTes that allow out-of-state students to pay resident tuition; to receive these waivers, students must hold a competitive fellowship/scholarship of at least \$1,000. CoLA grants NRTes to FLAS recipients, drastically cutting students' semester tuition costs (from \$18,574 to \$5,354 for undergraduates, and from \$8,504 to \$4,290 for graduate students), thus greatly aiding in the recruitment of out-of-state graduate students to CMES.

E. Strength of the Library

E.1a Holdings. Harnessing over a century of institutional commitment, UT has built one of the largest and most vibrant collections in the country. UT Libraries (UTL) currently hold over 10.6 million volumes thereby ranking it 12th in North America in terms of size. Dedicated to efficient and seamless availability to information, the UTL is a leader in online access, having over 1.2 million e-books, 449,202 e-journals and 795 e-databases in its collection. It continues to be a national trailblazer in “evidence based” and “demand driven access” to electronic content with thousands of titles available to users. Examples of recent notable additions to our electronic collection (all of which have international content) would include resources such as Socialism on Film, the United Nations Digital Library, and the AM Explorer. In addition to electronic content licensed or purchased outright, UTL also creates online content for researchers worldwide. Reflecting the needs in both traditional area studies as well as the thematic and cross-regional “global studies” disciplines, the UTL collection is particularly strong in international content, thereby distinguishing it in the region (especially in Texas): over 31% of its collection is in languages other than English and 47% was published outside of the US. The UTL’s collections are further bolstered by complementary collections on campus, notably the Tarlton Law Library,

the Lyndon Baines Johnson Library and Museum, the Dolph Briscoe Center for American History and the world-renowned Harry Ransom Humanities Research Center (HRC).

Combined funding from the UTL and the CMES has enabled the building of a Middle Eastern Studies (MES) collection that may be considered among the top ten in the country, and

Table E.1a: Library Holdings	
Arabic	80,651
Hebrew and Yiddish	36,744
Persian	24,363
Turkish	11,412
Azeri	1,842
Other ME Languages	1,423
TOTAL	156,435

that is unparalleled in Texas and the southwestern region. As of April 2018, the Middle Eastern language holdings of the UTL total 156,435, including 3,114 print and electronic serials. Approximately 2,500 new items are added to the MES

collection annually. The collection includes a comprehensive set of Western-language reference works, general texts, monographs,

and essential journals (print and electronic) that support teaching at all levels, alongside a large body of more specialized books, periodicals, manuscripts, archival documents, and electronic resources serving the needs of advanced researchers. Among the collection's strengths are extensive holdings on Shi'ism; Islamic law; Arabic, Persian, and Azeri literature; census records from Middle Eastern countries; and Middle Eastern cinema. Of particular note are unique collections of Israeli and Iranian cinema journals not held at any other North American library.

The Middle Eastern Studies Librarian (MESL) and Hebrew, Jewish, and Israel Studies Librarian (HJISL) work closely with faculty to strengthen the collection's holdings in back files of 19th and 20th century Middle Eastern periodicals in microform and hard copy; CDs of Middle Eastern music; and Middle Eastern film in DVD and streaming formats. UTL creates and maintains electronic access to these materials, including digitization initiatives for a unique set of Zaydi manuscripts from Yemen, classic Egyptian film, 19th-20th century Iranian newspapers, and Israeli cinema journals. Additional collections of Middle Eastern materials are housed in the libraries

attached to the School of Fine Arts, the College of Architecture, and the School of Law. The HRC at UT, home to one of the finest rare books and manuscripts collections in North America, holds several Middle East-related collections.

Financial support for library acquisitions and staff. In 2016-17, the UTL reported \$19,078,518 on materials expenditures of which approximately \$5.5 million was cooperative purchasing in partnership with the entire UT System. UTL international, area, and/or global studies acquisitions budgets for 2017-18 are over \$800,000. The UTL has two professional librarians, who, along with the CMES, sustain a mutual commitment to maintain and expand one of the top Middle East collections in the region and in the US. The UTL dedicates 3.1 FTE to support the Middle East collection. The MESL and HJISL manage over \$89,000 annually for acquisition of library materials in all Middle Eastern languages and formats. With support from the CMES, the MESL and HJISL have initiated an acquisitions and networking travel program with the aims to acquire materials not accessible through vendors; to expand the scope of MES collecting strategies; to develop new initiatives and productive collaborations; and to establish essential contacts for faculty and students at UT who undertake research in the Middle East. The librarians have taken five international acquisitions and networking trips with support from the UTL and the CMES. Other than approximately \$36,000 from the Title VI grant for acquisitions during the 2014-18 period, library staff and acquisitions are funded entirely by the university.

E.1b Cooperative arrangements with other libraries or online databases. The UTL has several cooperative arrangements for accessing materials held at other libraries, including the TexShare Library Card Program (a reciprocal agreement that provides free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries), the UTL Reciprocal Borrowing Program (for all UT system institutions), the

Association of Research Libraries Advisory Committee Reciprocal Faculty Program, and the Research Library Cooperative Program (a resource-sharing program among UT, UC Berkeley, and Stanford). The UTL also partners to acquire, create, and preserve materials, within the UT System and in the Texas Digital Library, the Greater Western Library Alliance, and the Center for Research Libraries (CRL). Other cooperative arrangements include UTL's participation in the Middle East Microform Project of the CRL, the Online Access to Consolidated Information on Serials project, and the Human Rights Documentation Initiative, in addition to the UT MES collection social media program. In collaboration with the UTL Digitization department, the Institute for Advanced Study in Princeton, and the Hill Museum and Manuscript Library, the MESL is coordinating a digitization initiative that aims to preserve and make accessible microfilms of Arabic manuscripts from Zaydi tradition of Yemen. This initiative draws upon post-custodial archival principals that prioritize collaborative partnerships with records holders to achieve commonly-held documentation goals, and the idea of the "national collection" for MES. The UTL's digital surrogates of the microfilms will be included in the Hill Museum and Manuscript Library's virtual reading room. This effort is supported by the UTL Global Studies Digital Projects graduate research assistantship, a UTL- and Title VI-funded position.

Access: circulation, interlibrary loan and other forms of access. As befits a top-ranked public ARL library, the UTL supports the full spectrum of users, including students, faculty, visiting researchers, and the general public. UTL staff routinely offer workshops ranging from hands-on primary source exploration in the School of Undergraduate Studies classes to in-depth discipline-based methodology sessions for graduate and professional students to data and digital humanities workshops to content creation trainings for K-12 teachers. In addition to the seamless electronic and cooperative access detailed above, the interlibrary loan service at UTL, with one librarian,

nine staff and 15 additional student workers, has a budget of \$120,000 for lending and borrowing, and an additional on-demand purchasing budget of \$40,000. The UTL is the #1 Online Computer Library Center lender in the country; in 2016-17, we filled over 26,800 loan requests. Notably, the majority of our lending activity (over 80%) is to smaller, less-resourced academic institutions such as regional universities and colleges, junior/community/technical colleges, theological schools and public libraries. The UTL is committed to and promotes “open access” programs, striving to educate both users and producers of information on the scholarly communication landscape; in addition to our own institutional repositories (Texas ScholarWorks and the Texas Data Repository), UTL is on the forefront of promoting and supporting Open Educational Resources across Texas, serving users from K-12 and beyond.

F. Non-language instructional program

CMES offers degree programs that promote global competence and in-depth expertise among undergraduates and academic excellence and professional expertise among graduate students. The breadth of our course options serves many students enrolled in courses at the university, while the depth of more intensive courses at the upper levels of undergraduate and graduate programs offers more substantive expertise for those centering their studies in the region.

F.1 Disciplinary breadth; professional schools. Our program offers a comprehensive, interdisciplinary approach to Middle Eastern Studies, bridging the Colleges of Liberal Arts, Law, Communication, Business, and Education, and the School of Public Affairs. Graduate and undergraduate MES courses are regularly cross-listed with these schools, and our MA students work on their theses and reports with affiliate faculty from across the university. Appendix 2 details courses with at least 25 percent content related to the Middle East.

During 2014-18, 341 total non-language courses were offered. Of these, 205

undergraduate courses were offered with a total enrollment of 12,545 students; 136 graduate courses were offered with a total enrollment of 1,743 students. Per our objective to increase the appeal of Middle Eastern Studies to a broad range of students, we have successfully broadened the disciplinary range of our courses to departments across the College of Liberal Arts (CoLA) and to other colleges and professional schools (Appendix 2). The Center's graduate program has sustained a consistent level of attention to the breadth of study of the Middle East. From 2014-18, MES offered 51 (non-language) graduate seminars, with a total enrollment of 593 students.

CMES has 73 faculty housed across 20 departments and six colleges/professional schools (including the School of Law, the McCombs School of Business, the Lyndon B. Johnson School of Public Affairs, the School of Information, the College of Education). Ensuring breadth in the MES curriculum, CMES affiliated faculty consistently offer courses in their respective areas of expertise in relation to the Middle East region. Their courses originate in diverse fields, including art history, Asian studies, history, sociology, government, anthropology, and religious studies (Appendix 2). Undergraduate courses range from those offered specifically to first-year students as "signature" courses to general surveys of the history, politics, and cultures of the region to upper-division courses focused on a particular topic related to the region. Graduate courses can be primarily theoretical or thematic in nature, with applicability to the Middle East region. Graduate students also have the option of acquiring a Dual MA Degree in Middle Eastern Studies and one of the following: Global Policy Studies; Public Affairs; Law; Business Administration; Information Sciences; Communications. As of Fall of 2019, graduate students housed in other schools or departments across campus who wish to acquire transcribed expertise in MES also have the option of completing a Graduate Portfolio in Middle Eastern Studies.

F.2 Interdisciplinary courses. On the graduate level, MES students are required to take

Middle Eastern Studies: Interdisciplinary Introduction, which exposes students to various theoretical, methodological, and critical approaches to Middle Eastern Studies. MES students are also strongly encouraged to take *Survey of Middle Eastern Literatures and Film*, a broad survey of the major cultural developments of the region. For those MA students pursuing a Dual Degree in MES and a professional degree, the course requirements are inherently interdisciplinary, as they originate in two different colleges. Further, many of the graduate courses offered by MES faculty are, by design, interdisciplinary, encompassing fields such as history, geography, sociology, media studies, government, literary studies, film studies, cultural studies, art and art history, ethnomusicology, anthropology, religious studies, and more.

All undergraduate MELC majors are required to take a lower-division "Gateway to the Middle East" course that brings different MES faculty affiliates to the classroom each week to discuss their areas of expertise and introduce students to the region through an interdisciplinary lens. All MES majors are required to take *Middle East: Historical, Religious, and Cultural Foundations* and *Middle East: Adjustment and Change in Modern Times*, interdisciplinary courses that address the region broadly. Both courses are open to students of all majors.

MES courses provide an interdisciplinary dimension to a variety of required courses throughout the university. The School of Undergraduate Studies Signature Courses, a core requirement for all incoming UT students, provide the opportunity to engage with cross-disciplinary themes as students encounter new subject areas. In the past four years, more than 2,000 students have enrolled in 34 Signature Courses taught by MES faculty. Numerous MES courses can be applied toward the major in International Relations and Global Studies (IRG), to the certificates in the Bridging Disciplines Program (BDP), and to meet the Cultural Expression, Human Experience & Thought (CEHET) requirement for Liberal Arts students. All IRG

coursework must be completed through interdisciplinary courses that cover broad geographical regions encompassing multiple nations or territories. BDP certificates, for instance in Conflict Resolution and Human Rights and Social Justice, are fulfilled through a combination of interdisciplinary coursework with hands-on research, internship, or creative experiences. Finally, the CoLA requires students to take a CEHET course to demonstrate awareness of the diversity of human thought and expression across time; to understand experiences of individuals and groups within historical and social contexts; and to articulate an informed reaction to these expressions and experiences. For specific courses with interdisciplinary content, see Appendix 2.

F.3 Teaching faculty. Of the Center's 73 affiliated faculty, 64 are non-language faculty. This number allows the Center to carry out its purpose to provide a well-rounded, interdisciplinary program of study and offers students a wide range of choices for graduate supervision. Graduate students acquire pedagogical experience as Teaching Assistants (TAs) and Assistant Instructors (AIs) in courses across the university. Under the close supervision of faculty instructors, TAs and AIs carry out responsibilities for grading, leading discussion, and presenting in-class lectures. UT's Graduate School, CoLA, and MES regularly offer pedagogy training workshops for graduate student instructors. Additionally, DMES offers 398T, *Supervised Teaching in Middle Eastern Studies*, a course required of all AIs and open to all graduate instructors. TAs are granted for a wide variety of courses, including lower-division, upper-division, large and small enrollment, writing intensive courses, and language-across-the-curriculum courses.

F.4 Depth of coverage. Students earning MES degrees are able to build their expertise through intensive upper-level undergraduate and graduate seminars. At the undergraduate level, students elect upper-division courses in areas such as history, government, Jewish and Islamic studies, gender studies, and global marketing, among others. These courses allow students an opportunity

to gain in-depth knowledge in particular areas. Further, undergraduate students have the opportunity to gain more profound knowledge of the region by applying to the MES Honors Program and writing an honors thesis under the supervision of a faculty advisor. In the MELC Capstone course, required of MELC majors, students focus on a topic to develop their research and writing skills over the course of a full semester culminating in a research paper that is the crowning achievement of the MELC major in the senior year.

Graduate students, too, attain depth of specialized course coverage in one or more disciplines. Highly focused graduate seminars provide students with depth and expertise as the foundation for their professional and academic development. MES MA students are required to produce an MA thesis or report, working closely with a faculty committee during one to two thesis courses, while PhD students produce a doctoral dissertation that speaks to the expertise they have gained in a particular MES-related field. Appendix 2 lists relevant courses.

G. Language instructional program

G.1a Extent of instruction. MES regularly provides instruction in Arabic, Hebrew (modern and Biblical), Persian, Turkish, and the ancient Semitic languages of Akkadian, Aramaic, Classical Ethiopic, Syriac, and Ugaritic. All of the modern languages, which are offered each year, follow an intensive core language sequence that condenses two years of study into two semesters. This intensive curriculum is offered as a three-year sequence in Arabic and a one-year sequence for Hebrew, Persian, and Turkish. Students of these three languages move into a standard-paced, one-year intermediate sequence in their second year of study. After completing the core language sequences, students of all modern languages have the opportunity to continue their study in advanced content-based and language-across-the curriculum (LAC) offerings. LACs offer disciplinary instruction in the target language, either as a stand-alone course in the language, or

as a complementary section connected to an English-language course (Appendix 2, p.13).

Five years ago, we launched the Arabic Summer Institute (ASI) and online Persian with start-up funding from the Arabic Flagship Program (AFP) and the Western Consortium (WC) of Middle East Centers, respectively. Besides providing opportunities for the study of Arabic throughout the academic year, the AFP also supports undergraduate study through scholarships for summer and overseas language programs. It should be noted that the AFP is integrated into the MES and Arabic programs with courses open to all students regardless of Flagship status. The online Persian program offers content-based Persian courses for students at the ILR-2 and ILR-3 proficiency levels. These courses are taught synchronously: instructors and students interact in real-time via the Adobe Connect software platform. During the next grant cycle, we will work with the University of Arizona and the WC to develop similar online courses for Advanced Turkish and Beginning Kurdish. These programs continue to serve a crucial need for high quality, intensive, domestic language programs. The ASI, now financially self-sustaining, offers courses at beginning, intermediate, and advanced levels, and is open to students at all institutions and to professionals seeking career advancement. The online Persian program, possibly the first of its kind in the US, fulfills a critical national need by offering disciplinary-based advanced courses and opportunities for language maintenance and growth throughout the year. The table below outlines the extent of language courses offered and their sequence.

Table G.1a: Language Course Sequences							
Semester	1st	2nd	3rd	4th	5th	6th	Advanced
Arabic	Intensive I	Intensive II	Intermediate III	Intermediate IV	Intensive V	Intensive VI	Content Course
Hebrew	Intensive I	Intensive II	Hebrew Through the Media	Advanced Content Course	Advanced Content Course	Advanced Content Course	Content Course
Persian	Intensive I	Intensive II	Intermediate I	Advanced Content Course	Advanced Content Course	Advanced Content Course	Content Course
Turkish	Intensive I	Intensive II	Intermediate III	Intermediate IV	Advanced V	Advanced Turkish V	Content Course

G.1b Enrollment. Since 2014, enrollments have remained steady with slight increases in some instances, such as high-level Arabic. Appendix 2 shows language enrollment for the academic year 2016-17. This year, enrollment in online Persian and the ASI remains strong, with 55 students enrolled.

Table G.1b: Language Enrollment, 2014-15			
Language	Courses	Undergrad	Grad
Arabic	26	428	70
Hebrew	12	105	18
Persian	11	71	25
Turkish	7	14	11

G.2 Levels of language training; language courses in disciplines other than language, linguistics, and literature. We offer three or more levels of language training in all four modern languages taught in CMES

(table G.1a). Beyond the second or third year (depending on the language), instruction is completely content-based in all languages, with courses in disciplines such as history, religious studies, media studies, cultural studies, literature, and linguistics. Table G.2 lists existing content courses in disciplines other than language, linguistics, and literature.

In addition to regular content courses conducted entirely in the target language, we offer language-across-the curriculum (LAC) courses for undergraduates. LAC courses are upper-division one-hour sessions that supplement an

English-language discipline-based course. Taught entirely in the target language, LACs provide students with the opportunity to discuss previously prepared texts in the target language. For all upper-division MES, MEL, and ISL courses, students are

Table G.2 Advanced Content Courses	
Arabic	<i>Advanced Spoken Media Arabic</i> <i>The Arab Spring</i> <i>Palestine and Palestinians</i>
Hebrew	<i>Innovation and Tech in Israel</i> <i>Hebrew Via Pop Culture</i> <i>Hebrew Through the Media</i>
Persian	<i>Media Persian</i> <i>Minorities/Media in Iran</i> <i>Iranian Cinema</i> <i>Modern Iranian History and Politics</i>
Turkish	<i>Turkish Cinema</i>

encouraged to take an LAC for additional language support upon instructor approval.

G.3 Language faculty. We have maintained our faculty strength with seven Arabic faculty (two associate professors, five lecturers), six Persian (two professors, one associate professor, one

assistant professor, one lecturer, one instructor), four Hebrew (two associate professors, two lecturers), and one Turkish (lecturer). On average per semester, we have 15 Teaching Assistants, seven Assistant Instructors, and three Fulbright Language Teaching Assistants (FLTAs) in our language classrooms. Two of our faculty have recently received teaching awards, one of which is the Leslie Waggener Centennial Teaching Fellowship, which recognizes outstanding teaching in foreign language instruction.

All language faculty and instructors have extensive training and experience in performance-based language pedagogy. The College of Liberal Arts (CoLA) Lecturer Travel Fund is designated specifically for lecturers traveling for language pedagogy training activities. CMES, too, helps fund travel for faculty to attend and participate in pedagogy workshops. In Fall 2018, UT Austin will host the Western Consortium Language Pedagogy Workshop; our language faculty will lead sessions and facilitate discussions. In 2021, we will send our faculty to the next Western Consortium Language Pedagogy Workshop.

Current CMES faculty and guest speakers have presented on language pedagogy and technology in collaboration with the Texas Language Center (TLC). They have also taken advantage of opportunities for further pedagogical training by attending year-round workshops on language pedagogy at the Center for Open Educational Resources and Language Learning, which, like TLC, is located on the UT campus. Every new instructor who joins our language faculty undergoes training led by a faculty mentor to prepare for teaching the intensive teaching model for which the CMES language programs are known.

Since we use Oral Proficiency Interviews (OPIs) to assess our language students' proficiency, understanding the structure and administration of the OPI is part of our language faculty's basic pedagogical training. We train UT language faculty as well as language teachers

from across Texas on ACTFL proficiency levels and how to administer OPIs. In the past, we have helped fund OPI training for our faculty; this year, we hosted an ACTFL OPI workshop at UT, which included Arabic, Hebrew, Persian, Turkish, Spanish, and Chinese.

Graduate students in Arabic, Hebrew, and Persian take a foreign language pedagogy course, 398T, that involves classroom observation and supervised teaching. A language coordinator is chosen from the faculty for each language to ensure pedagogical consistency and coordination among courses and articulation from one level to the next. Language coordinators closely supervise TAs through weekly meetings and in-class observations, shaping their pedagogical development.

We encourage undergraduate MES students interested in pedagogy to take advantage of the UTeach-Liberal Arts program. Students who wish to teach Arabic language at the secondary level can complete certification requirements through the program, which allows them to undertake a MELC major while providing a foundation in pedagogy.

G.4a Performance-based instruction. All language faculty and instructors have extensive training and experience in performance-based language teaching. Center faculty have developed and published materials used throughout the US and around the world for language study. Jeanette Okur's new Turkish Open Educational Resource (OER) textbook and online curricular materials, aligned with the ACTFL standards for Intermediate- and Advanced-level communicative skills and intercultural proficiency descriptors, will be available in 2019. Mahmoud Al-Batal and Kristen Brustad's *Al-Kitaab* textbook series is firmly established in the field of teaching Arabic as a foreign language, and Blake Atwood and Anousha Shahsavari's two-volume *Persian of Iran Today* has already been adopted by over a dozen institutions since its release in 2013. In addition to her classic *Modern Hebrew for Beginners* and *Modern Hebrew*

for *Intermediate Students*, Esther Raizen recently published *Hebrew from the Heart of Texas*, which includes twenty units of listening comprehension exercises intended to help students reach Intermediate-low or higher levels of Hebrew.

In addition to textbooks, UT faculty produce complementary online autocorrect teaching/learning materials and curricula, which give instant feedback to students and thus release class time to active student performance. These materials reduce the time language instructors and TAs spend grading homework and allow them more time to design effective class lessons focused on active student engagement and performance. Such online auto-correct tools are used extensively in Arabic, Hebrew (both varieties) and Turkish. Evaluation of their efficacy has shown that students prefer having ‘control’ over their learning process via instant feedback, and furthermore, that the flipped classroom model enabled by use of auto-correct technology at home results in increased retention of aural language content, more active use of the language in the classroom, and hence, faster language acquisition. These materials are used by increasing numbers of language programs nationwide and globally.

We continue to develop additional innovative internet-based teaching materials, such as Shahsavari's *Persian Conversation in Iran Today* and *Persian Catch Up@the Café* (housed on the Center for Open Educational Resources and Language Learning [COERLL] website), and Al-Batal's *Aswaat Arabiyya*, a public-access database of Arabic listening materials and a teaching website containing modules and demo lessons for Arabic teachers. As a result, almost all our language courses utilize blended/hybrid instruction. In all four languages, UT faculty produce materials and curricula used by increasing numbers of language programs.

G.4b Adequacy of resources. The textbooks and other materials developed by CMES faculty, detailed in section G4a, are widely used in the teaching of Arabic, Hebrew, Turkish, and Persian

globally as well as in our own classrooms. UT's extensive foreign-language library resources complement those developed by our own faculty, enhancing the quality of the language program by offering a wide range of texts, films, journals, and other materials available beyond the classroom setting. Additionally, a multi-media resource lending library maintained by the Center holds Middle Eastern films and other materials available for use by MES faculty and students.

MES language instructors have access to a wide range of resources to enhance their pedagogical skills. A faculty language coordinator for each language oversees all aspects of each language's courses, ensuring standardization among courses and articulation from one level to the next. Language coordinators closely supervise TAs and AIs through weekly meetings and in-class observations. Most graduate students in Arabic, Hebrew, and Persian take a pedagogy course that involves theoretical readings, classroom observation, and supervised teaching. The native speaker Fulbright Language Teaching Assistants (FLTAs) regularly hosted by our Arabic and Turkish programs often have extensive foreign language pedagogy training from their home countries. Additionally, MES faculty members, as well as AIs and TAs who teach language regularly, take advantage of opportunities for further pedagogical training by attending year-round workshops offered by the Texas Language Center (TLC) and the COERLL.

Most recently, DMES has backed the UT TLC's proposal for a new Graduate Portfolio Program in Language Teaching and Program Coordination, which will prepare graduate students in national language programs and related fields (linguistics, comparative literature, cultural studies, education, etc.) to meet the changing demands of 21st century academic positions. This 12-credit hour portfolio program, with its capstone teaching portfolio project, will prepare participating MES students to take on responsibilities related to language instruction and position them to become leaders in their field as future program directors, coordinators, and researchers.

G.4c Language proficiency requirements. Our language curricula have undergone major development since fall 2014, including the standardization of proficiency benchmarks for each level of instruction, new requirements for graduate study, and the development of new interactive materials. Undergraduate and graduate students' success in progressing to each level's proficiency benchmark has been documented through various forms of internal and external evaluation, including level-exit OPI exams. Our goal in Arabic, modern Hebrew, Persian, and Turkish is to have students reach ILR-1 proficiency at the end of the first year of language study and ILR-2 proficiency no later than the end of the third. The intensive language sequence, which consists of daily class sessions (6 contact hours per week) allows us to achieve this goal, as does additional staff support in the classroom and online instructional support outside it. TAs are present in each class session with the instructor in order to facilitate guided student-to-student interaction and to provide ample feedback. Special attention is paid in our curricula to developing equal competence in all four modalities (speaking, listening, reading, and writing). Our Arabic students learn both colloquial and formal Arabic via the integrated, communicative approach for which the *Al-Kitaab* series is known. We currently offer course sections in Egyptian, Levantine, and Moroccan Arabic, and will add Iraqi Arabic in 2020-21. Our Persian curriculum operates similarly, in that the spoken and written forms of the language are taught in integrated fashion from the first class onward.

During the next grant cycle, MES will continue to utilize external assessment of learner outcomes in its modern language programs in order to verify the quality of language instruction, identify weaknesses and strengths, and strategically improve our programs. This external assessment plan includes the administration of level-exit OPI and/or Writing Proficiency Test exams at the end of first- and third-year Arabic, Hebrew, Persian and Turkish, and reading and

listening proficiency exams (developed in coordination with the National Middle East Language Resource Center) in all four languages at the end of second year. We plan to budget \$3,000 per year for such external assessment.

H. Quality of Curriculum design

H.1 Undergraduate programs. UT offers three majors focused on the Middle East: Middle Eastern Studies (MES) through CMES, and Middle Eastern Languages and Cultures (MELC) and Islamic Studies (ISL) through DMES. Majors in individual languages—Arabic, Hebrew, Persian, and Turkish—are combined under the MELC degree, which offers two tracks: literatures and cultures; and languages. These disciplinary tracks allow students to pursue more than one language at the undergraduate level. Table H.1 illustrates the program requirements for each major as well as total undergraduate enrollment.

Table H.1: Undergraduate degree program requirements and enrollments, 2016-18				
Program	Hours	Electives	Language	Total Enrollment
MES	6 lower-division	12 upper-division	18 hours of Arabic, Hebrew, Persian, or Turkish	129
MELC	3 lower-division	12 upper-division	<i>Literatures and Cultures Track:</i> 18 hours of Arabic Hebrew, Persian, or Turkish	133
	3 upper-division		<i>Languages Track:</i> 30 hours of Arabic, Hebrew, Persian, or Turkish	
ISL	6 lower-division	18 upper-division	12 hours of Arabic, Persian, Turkish, Urdu, or Yoruba	120

The Center plays an active role in the instruction of undergraduate students across campus, reaching well beyond the major programs of C/DMES through our language and core-curriculum offerings. This year, nearly six hundred undergraduate students are enrolled in our language courses and 47 students are pursuing a Transcript Recognized Minor (TRM) in the areas illustrated in Table H.1a below. These students have primary or secondary majors in government, history, women's and gender studies, advertising, public relations, English, psychology, communication studies, Plan II Honors, sociology, philosophy, radio-television-

film, economics, international relations and global studies, health and society, journalism, sustainability studies, finance/business honors, chemistry, and biology.

Table H.1a: TRM requirements and enrollments, 2016-18		
Minor	Requirements	Enrollment
Arabic	18 hours in Arabic, at least 6 upper-division	39
Hebrew	15 hours of Hebrew, at least 3 upper-division	6
Persian	15 hours of Persian, at least 6 upper-division	10
Turkish	15 hours of Turkish, at least 3 upper-division	2
MES	15 hours, at least 9 upper-division	10
ISL	15 hours, at least 9 upper-division	4

The School of Undergraduate Studies (UGS), which establishes the core curriculum at UT, requires all

undergraduates to complete a first-year signature course. MES offers four or five signature courses each year on topics such as the Israel/Palestine Conflict in Literature and Film, Media Literacy on the Middle East, and Al-Jazeera News. UGS also requires all undergraduate students to complete courses satisfying six core curriculum designations called "flags." The Global Cultures (GC) flag seeks to increase students' familiarity with cultural groups outside the US. Most courses offered through MES carry a GC flag. In 2017-18, 1,442 students completed an MES course with a GC, Writing and/or Ethics and Leadership flag.

H.2 Academic and career advising. The CMES and DMES Graduate Advisors and the MES Graduate Coordinator share advising responsibilities for our graduate student body. The Graduate Advisor is a tenured MES faculty member, who advises students on academic progress and professionalization. The Graduate Coordinator is an experienced staff member who manages administrative responsibilities, interprets university policy, and ensures timely completion of degree requirements. MES offers annual professionalization workshops on job interviews; academic job talks; applications to and presentation in conferences; dissertation writing; and academic publication. Graduate students are also supported by the Middle Eastern Studies Graduate Student Association, which offers a peer support network for MES students.

The Undergraduate Coordinator is a staff member who provides academic and career

advice for MES students. The Coordinator is supported in this crucial role by extensive networks in the College of Liberal Arts (CoLA) and professional advisors' associations. Undergraduate students in special programs, including the Arabic Flagship Program (AFP), Liberal Arts Honors, and department honors receive support and advice from the faculty and staff of these programs. The Graduate and Undergraduate Coordinators disseminate academic and career information in individual advising sessions and by distributing announcements of jobs, internships, conferences, overseas programs, and funding opportunities via daily emails.

Table H.2a: Additional UT Resources

Vick Center for Strategic Advising and Career Counseling
Liberal Arts Career Services
Clements Center for National Security
Intellectual Entrepreneurship Pre-Grad Internship Program
Graduate School Professional Development Travel Grants
Liberal Arts Grants Digest
Liberal Arts Dissertation Bootcamp
University Writing Center
Sanger Learning Center

Along with departmental support, students are served by multiple units on campus to ensure academic and professional success. See Table H.2a above.

H.3 Graduate programs. Graduate degree offerings cover a similarly broad base of Middle East-related fields. The MELC degree in DMES trains 41 current PhD students in various specializations to prepare them for scholarly research and effective teaching. CMES administers an MA degree in Middle Eastern Studies as an interdisciplinary program cultivating a thorough understanding of the region and advanced proficiency in a Middle Eastern language. Since 2014, 144 MA and PhD students affiliated with CMES have been awarded degrees from fields such as history, sociology, linguistics, language pedagogy, anthropology, literature and cultures, and comparative literature; of these, 105 have been awarded in the context of MES or MELC degrees (Table H.3 below).

The CMES's Dual Degree Program allows students to earn simultaneously an MA in MES and a second degree from one of UT's professional schools: Global Policy Studies, Public

Affairs, Information Studies, Law, Business Administration, Journalism, or Radio-Television-Film. Of the CMES program's current 39 MA students, 10 are enrolled in the Dual Degree Program. MA students may also participate in the Dual Language Track through which they develop advanced proficiency in two Middle Eastern languages. For the current academic year, 15 students out of 39 are pursuing the Dual Language Track.

Table H.3: Degrees Awarded, 2014-18		
Degrees	MA	PhD
MELC	7	49
MES	40	
MES Dual Degrees		
Global Policy	5	
Information Studies	1	
Journalism	1	
Law	2	
Degrees with ME Focus		
Anthropology		3
Art History	2	
Comparative Literatures		8
Government		5
History		11
Information Studies	1	
Journalism	1	
Linguistics		2
Music/Ethnomusicology		1
Radio-Television-Film	2	
Religious Studies		1
Sociology		2

Since 2017, the number of Dual Language students tripled (from 5 to 15), as we have made a concerted effort to incentivize the program through such perks as tuition waivers for the Arabic Summer Institute and other opportunities. In the coming grant cycle, our goal is to continue to increase the enrollment in this program and to be the leader in producing students fluent in two Middle Eastern languages.

As of Fall 2019, students in departments other than MES will be able to pursue a Graduate Portfolio in

MES, thus acquiring a transcribed area of expertise in MES. The Graduate Portfolio offers an opportunity for students to obtain credentials in Middle Eastern Studies while they are completing the requirements for an MA or a PhD in a different program or professional school.

Table H.3a: CMES MA requirements, 2014-18	
Thesis	12 hours of MES grad courses, 6 hours of upper-division language courses, 6 hours in concentration courses, 6 hours in Thesis
Report	15 hours of MES grad courses, 6 hours of upper-division language courses, 9 hours in concentration courses, 3 hours in Master's Report
Dual Language: Thesis	12 hours of MES grad courses, 6 hours of upper-division language courses in 2 separate languages, 6 hours in concentration courses, 6 hours in Thesis
Dual Language: Report	15 hours of MES grad courses, 6 hours of upper-division language courses in 2 separate languages, 9 hours in concentration courses, 3 hours in Master's Report

Students pursuing the MES Portfolio will be required to take four approved MES courses and are encouraged to participate in Center events and activities.

Table H.3b: DMES PhD requirements, 2014-18	
MELC (core degree)	9 hours of MELC courses, 9 hours of language seminars, at least 3 hours of comprehensive exams, reading knowledge of French or German, mastery in an ME language, at least 6 credit hours of dissertation course work
Literature and Film Track	Courses must include: 6 hours of literary theory/cultural studies Students are strongly encouraged to acquire a second ME language
Islamic Studies Track	Courses must include: 3 hours of Islamic Studies Disciplinary Introduction seminar Students must have mastery of Arabic
ANE/Hebrew Bible Track	Courses must include: 12 hours of the Bible in Hebrew, 3 hours of Comparative Semitic Grammar, 12 hours in a Minor field, 12 hours of Near Eastern language work
Arabic Study Track	Students are required to choose a major field in either Arabic literature/culture or language/linguistics, in addition to 2 minor fields (i.e., intellectual history or gender studies)

H.4 Study abroad. Despite the challenges posed by the federal and university designation of the Middle East as restricted, UT offers students opportunities to gain educational experience in the region. UT's International Office (IO) maintains a database of overseas programs in which students may participate, including 25 programs in the Middle East/North Africa (MENA), specifically in Turkey, Israel, Palestine, Jordan, Egypt, Oman, Tunisia, and Morocco. In addition to these opportunities in the MENA region, students are able to participate in an additional 20 approved programs outside of MENA that offer coursework in Middle Eastern languages and cultures. In 2014-18, 278 students completed programs in Egypt, Israel, Palestine, Jordan, Morocco, Oman, and Turkey. Further, the AFP administers summer and year-long study in Morocco (formerly in Egypt and Syria) with a focus on language proficiency.

Study abroad for undergraduate students can be supported with funds from the AFP, Liberal Arts Honors, the Liberal Arts Council, other university scholarship programs, and federal student aid (to select programs). The AFP offers scholarships to an average of 12 students per year to complete the designated program in Morocco. Typically, two MES honors students receive funding through CoLA for study abroad research. From 2014-18, the Critical Language Scholarship Program was awarded to 16 students for language study. Most recently, one MES

student received the Boren Scholarship. Thirteen FLAS awards have been awarded to MES graduate students for international study from units outside of MES since 2014.

The IO maintains Global Assist, a database of scholarships and awards for overseas study to which all students and advisors have access. The strong relationship between the Study Abroad Office (SAO) and MES is evident in the regular region-specific information sessions SAO holds in the MES building. In addition, our language coordinators share summer language study and funding opportunities with students, enabling them to pursue programs such as that at the Center for Arabic Study Abroad (CASA) and various flagship programs. Graduate students receive financial support for study abroad from the Graduate School, MES, and the FLAS fellowship program, and, through 2015, the grant for Graduate Assistance in Areas of National Need. Recently, the Office of Graduate Studies provided funding for two PhD students to complete Arabic language programs in Morocco and Jordan, and the DMES funded a student's dissertation fieldwork in Israel. MES has provided funding to students completing language study through CASA, as well as administrative support to secure leave and credit transfers.

I. Outreach

Our outreach program is central to the CMES mission: to advance understanding of the Middle East through engagement with academic institutions, teachers, and community networks. CMES has an innovative K-16 outreach program with a strong reputation for providing quality resources to academic and public communities. The outreach program achieves its goals through extensive educator training, community programs, and a wide range of informative and engaging events. We meet the designated absolute priority for NRCs by strengthening knowledge of the Middle East through outreach activities to a variety of constituencies, including K-12 and post-

secondary educators and institutions, Minority-Serving Institutions (MSIs), community groups, the general public, business, local government, and the media.

1.1a K-12 outreach. Our efforts working with K-12 instructors directly relate to our goal of deepening knowledge of the Middle East through curriculum-building and teacher development. We provide teacher professional development through workshops and summer institutes; the creation and distribution of curricular materials nationwide; the lending of teaching materials free of charge; and the organization of study abroad trips for educators. Much of the K-12 outreach initiative is coordinated through Hemispheres, a consortium consisting of the outreach programs of UT's area studies centers focused on Europe; Latin America; the Middle East;

Table 1.1: Hemispheres Curriculum Units and Lesson Plans, 2014 - 18			
Title	Type	Topics	Grade
Case Study: Living in Arid Climates	LP, Story Map	Morocco, social studies	9-12
At Home in Morocco and Texas	LP	LOTE, social studies	5-7
The Marvels of Morocco	Webquest Online LP	Social Studies	9-12
Morocco: Ceramic Tiling	LP	Social Studies	6-8
Do the Right Thing: Reading About Social Justice Around the World	Curriculum Unit	Human rights, social justice, ELA, social studies	3-8
Egyptian Café	LP	Arabic, LOTE	9-12
Refrigerator: Healthy and Unhealthy Choices	LP	Arabic, LOTE	9-12
Exploring Music in Your LOTE	LP	French, music	9-12
Weather Around the World	LP	German, social studies	9-12
Características y Descripciones	LP	Spanish, social studies	9-12
The Impact of Migration Patterns on the European Union	LP	Geography, social studies	9-12
Should the United States Annex Puerto Rico as a Colony?	LP	History, social studies	9-12
Was it Worth it for the United States to Enter World War I?	LP	History, social studies	9-12
Celebrating Global Diversity: Exploring World Festivals in Elementary and Middle School	Curriculum Unit	Social studies, Geography, SEL	3-6

Russia, East Europe, and Eurasia; and South Asia. Hemispheres was formed in 1996 to address new state educational standards calling for the teaching of world studies thematically rather than regionally. Members provide consistent content on a cross-regional level, enhancing classroom applicability and usability. The consortium has achieved significant name recognition and is regularly approached by district, regional, and state officials for consultation and to provide

training and materials.

Since 2004, Hemispheres has developed standards-based curricula on topics and themes requested by educators and curriculum specialists. Hemispheres outreach staff regularly present curriculum units on campus to pre-service teachers, at educator workshops, and at the annual meetings of the Texas and National Councils for Social Studies. Each unit incorporates primary source materials from the regions represented by Hemispheres. Available as free downloads on the Hemispheres website, units include worksheets and activities, and correlate to state, national, and Advanced Placement (AP) standards. We also work with educators across Texas to develop lesson plans, which we host on the Hemispheres website as open source resources. In the next grant cycle, Hemispheres will award stipends to teachers who write standards-based curricula based on our annual Hemispheres Summer Institute.

CMES conducts educator workshops at UT and across the US. In addition to regular one-day workshops at UT, our annual flagship Hemispheres Summer Teachers' Institute (HSI) is co-sponsored by the Center for International Business Education and Research (CIBER). Approximately 40 educators from Texas and beyond attend this week-long seminar which features faculty presentations, utilizes UT's distinctive campus resources (such as the Blanton Museum of Art and the Harry Ransom Center), and provides instruction from a pedagogy expert. We also send personnel throughout the state to conduct training at campuses, districts, and regional education service centers; we have offered professional development workshops in most Texas regions. In the next grant cycle, we will offer two new summer workshops for pre-service and current K-12 teachers: *Teaching from the Archives*, a collaboration with UTeach and the Harry Ransom Center; and *Critical Literacy & Language Summer Institute*, a collaboration with UT's College of Education.

CMES recently entered into a new partnership to help us reach teachers all over the US. The Qatar Foundation International (QFI) Teacher Leadership Program is a collaboration with NRCs and Middle East-focused centers to bring together a diverse group of 20 K-12 educators from all over the country to attend training workshops and gain in-depth knowledge on the Middle East. Institutional partners include: the University of Illinois at Urbana-Champaign (UIUC) Center for South Asian and Middle Eastern Studies, Portland State University (PSU) Middle East Studies Center, and the University of California at Berkeley (UCB) Office of Resources for International and Area Studies. Upon program completion, teachers will return to their districts with skills to conduct teacher training on the Middle East.

CMES staff, faculty, and graduate students provide many other services to the K-12 community, including school presentations and cultural activities at *Explore UT*, an annual event on campus that attracts over 50,000 students and teachers from across Texas.

Much of our innovative educational program builds on digital media resources. *15 Minute History*, a podcast series for educators co-sponsored by Hemispheres and the History Department, features interviews with faculty and graduate students on historical topics selected directly from the K-12 educational standards. In fall 2013, the series reached number one on iTunes U, which it has since occupied twelve times, and was selected by Apple as a success story to illustrate the impact of iTunes U. As of April 2018, 96 episodes have been published, and around 15,000 episodes are streamed or downloaded each month. In addition, CMES reaches educators via webinars, recorded lectures, and other instructional videos. These online resources allow educators to spend a short time in training, requiring no travel or

Table I.1a: Hemispheres Summer Institutes Themes	
<i>Windows into Other Times and Places: Explore a World of Art and Performance</i>	2018
<i>What's STEM Got to Do with It?</i>	2017
<i>Food Cultures and Controversies</i>	2016
<i>Down the Rabbit Hole: Adventures in World Literature and the Social Studies</i>	2015
<i>War and Conflict</i>	2014

release time. Upon successfully completing an exit quiz, webinar participants earn Continuing Education Units toward their teacher recertification. Archived recordings are available for viewing on demand, and web statistics show that these recordings have been viewed several hundred times. In 2018-19, CMES will collaborate with other NRCs across the country to offer a *Global Read Webinar Series* featuring award-winning books and led by authors, reading specialists, and educators.

CMES remains committed to providing affordable and relevant teacher trips abroad through a partnership with the Global Exploration for Educators Organization (GEEO). We have organized programs for educators to the Middle East since 2009, taking groups to Egypt, Turkey, Morocco, Moorish Spain, and Uzbekistan. Our 2018 trip was a spring break tour of Morocco, which included 13 educators from all over the country. To make this experience affordable, we worked with QFI and the College of Liberal Arts (CoLA) to provide travel stipends. Stipend recipients wrote lesson plans related to Morocco, which are available as open source resources on the Hemispheres website. In 2018-22, CMES plans to offer additional teacher trips through GEEO, and is planning a faculty-led educational trip to Israel that will be open to teachers, students, and the general public.

1.1b Post-secondary and Minority-Serving Institutions (MSIs). Post-secondary outreach efforts target both our campus and other institutions throughout the nation. Hemispheres participates in a program to enhance global studies awareness among pre-service educators offered through the College of Education (CoE) and UTeach-Liberal Arts (UTLA), an initiative that allows Liberal Arts students to complete their degrees while earning teacher certification. In 2017, CMES also worked with UTLA to develop an Arabic teacher certification, one of the only programs of its kind in the country.

CMES has worked intensively with faculty from Huston-Tillotson University (HTU), a Historically Black College and University (HBCU) in Austin, as well as Austin Community College (ACC), an MSI, to help develop new courses, degree programs, and faculty learning opportunities. Hemispheres also collaborates with HTU and ACC to host film festivals, continuing education opportunities, and visiting speakers on their campuses. During the 2014-18 grant cycle, CMES provided textbooks and a first-year Arabic course as well as an *Introduction to Islam* course at HTU taught by a UT doctoral student and a lecturer. In addition, CMES provided a scholarship to an HTU student to study Arabic through the CMES Arabic Summer Institute. As part of Hemispheres, CMES will continue to deepen connections with HTU by partnering to create a new Global Studies major, assisting faculty in developing relevant courses, helping HTU faculty attend global studies conferences, creating a faculty global studies retreat, and supporting global events on their campus.

Hemispheres will continue its extensive work with ACC faculty into the next grant cycle. Hemispheres created a highly successful faculty learning community (FLC), now in its second year, which brings together a cohort of ACC faculty from a variety of disciplines. The FLC meets monthly to discuss ways to bring human rights and global perspectives into the classroom, and includes guest speakers from UT, ACC, and more. Hemispheres also sponsored a group of five ACC FLC faculty to present at the 2018 National Institute for Staff and Organizational Development International Conference on Teaching and Leadership Excellence. Going forward, Hemispheres will support an academic coordinator to assist ACC with their Global Interdisciplinary Studies program.

Hemispheres will begin a new partnership with UT Rio Grande Valley (UTRGV) in 2018-19. The main goal of this partnership will be to co-sponsor and support global lecture series

on their campus, such as the Global Thinking Series, which includes guest lectures, workshops, film screenings, and cultural events. Hemispheres will work with UTRGV to bring UT Austin faculty to their campus to provide region-specific expertise through participation in these series.

In addition to these partnerships with HTU, ACC and UTRGV, CMES is a key partner in QFI's new Teacher Leadership Program, working closely with other NRCs and Middle East centers at UIUC, PSU, and UCB to provide K-12 professional development workshops all over the US on topics related to the Middle East.

To further strengthen our commitment to the area of pre-service educator training, we applied for and received a grant from the Longview Foundation in 2015. The grant's purpose is to help pre-service teachers from various fields internationalize their lesson plans and teaching. This grant allowed Hemispheres to address one of the competitive priorities through a formalized collaboration with HTU, working with their pre-service teacher program. We also worked with pre-service teachers at Baylor University, UTLA, UTeach Natural Sciences, and UTeach Urban Teachers programs. As part of this grant, we sent pre-service teachers to the 2017 ACTFL conference and helped them develop internationally focused lesson plans. To complete the Longview grant, we are partnering with the UT's CoE on a literacy and international literature conference for K-5 bilingual and English Language Acquisition teachers. Beyond the Longview grant, Hemispheres will continue working with pre-service teachers to develop materials.

1.1c Business, media and general public. CMES and its affiliated faculty in the McCombs School of Business collaborate with CIBER to support the business community by regularly co-sponsoring events and lending global expertise. CIBER co-sponsors the annual HSI and recently collaborated with CMES to co-sponsor an event with Global Austin, a local organization that promotes international business connections. In order to link faculty to the wider business

community, Hemispheres will collaborate with the Human Dimensions of Organizations (HDO) program to offer internationally focused seminars led by our faculty. HDO founding director Dr. Art Markman is a professor of psychology and marketing, and is the co-host of the popular NPR show, *Two Guys on Your Head*. HDO offers professional training seminars that utilize faculty from a range of disciplines to help business professionals creatively solve real world problems.

CMES also supports local media and service organizations by hosting high profile events for the general public, including the annual *Children of Abraham/Ibrahim* film festival at Austin Film Society, the *More to the Story/More to the Middle East* series with KUT FM, music performances by UT Austin's Middle Eastern music ensemble Bereket, and a recent campus visit by John Brennan, former Director of the Central Intelligence Agency.

Center outreach serves the general public in various ways. For example, the CMES Outreach Director is a board member of the Middle East Outreach Council (MEOC), a national network of committed educators, scholars, and specialists from all over the US aiming to develop partnerships and share resources about the Middle East with communities, schools, and organizations. MEOC sponsors the prestigious Middle East Book Award, which includes picture book, young adult fiction, and nonfiction categories.

Community needs have become a key outreach component during this grant cycle. Our Refugee Student Mentor Program (RSMP) provides an essential service to the local community by placing Arabic, Persian, and Pashto speakers as mentors to refugee students in K-12 public schools. The RSMP began in 2015 at one elementary school and now includes over 50 volunteers at 16 Austin schools. CMES employs a graduate student who conducts language training and coordinates with the school district to administer the program. In fall 2017, CMES raised over \$10,000 in transportation funding, allowing mentors to reach refugee students at

schools all over the city. CMES routinely lends its expertise to the wider community, most notably through teacher workshops on working with refugee students. The RSMP has gained local and national recognition, featured in stories in the *Austin American-Statesman* and on Austin's NPR station (KUT FM); it will be featured on the National Humanities Alliance website as an example of a humanities program that significantly impacts the community.

J. FLAS Awardee Selection Procedures

J.1a Advertisement, schedule, priorities. Each fall, the FLAS competition is announced to graduate and undergraduate students enrolled in or applying to MES; other students with Middle East-focused research interests; graduate and undergraduate coordinators and advisors across campus; and all MES faculty members. An annual FLAS application information session, hosted by the College of Liberal Arts (CoLA), provides guidance and addresses applicants' questions. The Center also maintains a web page dedicated to FLAS application procedures and deadlines. The MES Graduate Coordinator serves as the FLAS Coordinator. Besides providing in-person guidance to faculty and students, she oversees a poster and digital advertising campaign that provides details regarding the FLAS competition. The competition begins when the fellowship is advertised early in the fall. The application deadline is December 15th. The committee reviews files in early January, meeting in February to discuss individual rankings and to collectively establish a list of prioritized applicants for funding. Applicants are notified of their status in March, and acceptance confirmation is due from awardees in late March for currently enrolled students and April 15th for incoming graduate students. Competition priorities are communicated to committee members before they meet so they may take them into account while ranking and selecting the most qualified applicants from a pool of graduate and undergraduate applicants. In accordance with the first FLAS Competitive Preference Priority, our Center will prioritize

applicants who demonstrate financial need given formal federal criteria as evidenced through FAFSA. In accordance with the second Preference Priority, all our FLAS fellowships are awarded for the study of Less Commonly Taught Languages (LCTLs). We further prioritize students at ILR1+ and higher levels of proficiency, and those who intend to go abroad.

J.1b Application process. Students applying for FLAS submit applications detailing relevant personal, professional, and academic background (including previous language study). Required supporting materials include a statement of purpose that outlines academic and professional goals, addresses the relevance of the language to be studied, and justifies the intended language program as FLAS eligible. Applicants also provide a CV, GRE/SAT scores, academic transcripts, and three letters of recommendation, one of which must be from a language instructor evaluating the applicant's linguistic aptitude. Applicants are required to submit a Free Application for Federal Student Aid (FAFSA) to determine financial need. Those whose proposed FLAS activities involve travel to restricted regions must apply for written approval from the International Office's International Oversight Committee.

J.1c Selection committee and criteria. The Director appoints the members of the selection committee, which is composed of at least six faculty members representing the social sciences, humanities, and professional programs, as well as the four languages offered. Students are selected on the basis of several criteria: demonstrated excellence in area studies and language acquisition; genuine potential for future achievement in research or public service in Middle Eastern Studies or related fields; commitment to using language and cultural training in future careers; and overall academic performance. The committee prioritizes students with documented financial need. Awards are not granted to native speakers. We seek and reward a broad representation of graduate and undergraduate students from the social sciences, humanities,

professional schools, and interdisciplinary programs. Preference is given to students at Intermediate-High and Advanced proficiency levels.

K. Competitive Preference Priorities

K1a. NRC Competitive Priority 1. As outlined in section I above, we will continue our collaboration with Huston-Tillotson University, a local Historically Black College and University (HBCU), to incorporate international and global dimensions to programs on the HTU campus, including our support of MES courses. This collaboration has already yielded the development of a Global Studies major. We are now working to enhance Global Studies through various strategic initiatives, including the Global Studies Program course buyout to enable HTU faculty to develop Global Studies courses; a Global Studies faculty retreat; and a relevant event series. Additionally, we are currently in year two of the Austin Community College (ACC) Faculty Learning Community, which brings together faculty from diverse disciplines to attend monthly talks by faculty from UT and other institutions on topics related to human rights and internationalizing their curriculum. We will also help fund an academic coordinator for ACC's Global Interdisciplinary Studies Program. Our most recent collaboration is with UT Rio Grande Valley (UTRGV), whose Global Thinking Lecture Series we will co-sponsor.

K1b. NRC Competitive Priority 2. As outlined in section I, this priority is met through a number of avenues. First, we collaborate with UTeach-Liberal Arts, an alternate certification program housed within the College of Liberal Arts and jointly administered with the College of Education. Through UTeach-Liberal Arts, students take an additional course each semester to receive teaching certification upon graduation. Students may be certified in social studies or a number of foreign languages, one of which is Arabic. Our outreach program has worked extensively with UTeach-Liberal Arts social studies track students since the program's inception.

Hemispheres offers an annual Summer Teachers' Institute that attracts both pre-service and current teachers from all over the country for a week-long thematic workshop. In addition, we will be collaborating with various entities to offer two new annual workshops which will be open to both pre-service and current educators. The first workshop, *Teaching from the Archives*, is a collaboration with UTeach, UT Austin's Harry Ransom Center, and Hemispheres. The second workshop, *Critical Literacy & Language Summer Institute*, is a collaboration between UT's College of Education and Hemispheres and is aimed at K-5 teachers.

K2a. FLAS Competitive Priority 1. In accordance with the first FLAS Competitive Preference Priority, our Center will prioritize applicants who, in addition to their academic achievement and language abilities, demonstrate financial need through formal federal criteria as evidenced through FAFSA. Among those deemed applicants of the highest caliber, with perceived ability to increase proficiency in their selected priority language as well as potential to use language in their intended professional path, we will privilege those with identified financial need.

K2b. FLAS Competitive Priority 2. In accordance with the second Preference Priority, all CMES FLAS fellowships are designated for the study of Less Commonly Taught Languages (LCTLs)/priority languages, including Arabic, Hebrew, Turkish, and Persian. We further prioritize students at ILR1+ and higher levels of proficiency, and those who intend to go abroad.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

- ☒ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☐ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: _305,355.27_ Year 2: 323,765_ Year 3: _313,887_ Year 4: _309,622

FLAS Request

Year 1: _313,500_ Year 2: 313,500 Year 3: 313,500 Year 4: 313,500

Type of Applicant

- ☒ Single institution __Center for Middle Eastern Studies, The University of Texas at Austin__
- ☐ Consortium of institutions
 - ☐ Lead _____
 - ☐ Partner 1 _____
 - ☐ Partner 2 _____
 - ☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- | | |
|--|--|
| <input type="checkbox"/> AFRICA | <input checked="" type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE |

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Arabic, Hebrew, Persian, Turkish

Acronyms Guide

ACC	Austin Community College
ACTFL	American Council on the Teaching of Foreign Languages
AFP	Arabic Flagship Program
AI	Assistant Instructor
AISD	Austin Independent School District
AP	Advanced Placement
ARL	Association of Research Libraries
ASI	Arabic Summer Institute
BDP	Bridging Disciplines Program
CASA	Center for Arabic Study Abroad
CMES	Center for Middle Eastern Studies
CEHET	Cultural Expression, Human Experience, and Thought
CIBER	Center for International Business Education and Research
CMES	Center for Middle Eastern Studies
COE	College of Education
CoLA	College of Liberal Arts
CPE	Continuing professional education
CRL	Center for Research Libraries
DMES	Department of Middle Eastern Studies
EC	Executive Committee
ELA	English Language Acquisition
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
FLTA	Fulbright Language Teaching Assistant
FTE	Full-time equivalent
GC	Global Cultures flag
GEEU	Global Exploration for Educators Organization
GSC	Graduate Studies Committee
HBCU	Historically Black College/University
HJIS	Hebrew, Jewish, and Israel Studies
HRC	Harry Ransom Center
HSI	Hemispheres Summer Teachers Institute
HTU	Huston-Tillotson University
ILR	Interagency Language Roundtable
IO	International Office
IRG	International Relations and Global Studies
ISI	Islamic Studies Initiative
ISL	Islamic studies (courses/major)
LAC	Language across the curriculum
LADI	Latin American Digital Initiatives
LAITS	Liberal Arts Instructional Technology Services
LCTL	Less commonly taught language
MEL	Middle Eastern languages
MELC	Middle Eastern languages and cultures (courses/major)

MELP	Middle East Library Program
MENA	Middle East and North Africa
MES	Middle Eastern studies (courses/major)
MESGSA	Middle Eastern Studies Graduate Student Association
MESL	Middle Eastern Studies Librarian
MSI	Minority-Serving Institution
NCSS	National Council for Social Studies
NEA	National Endowment for the Arts
NRC	National Resource Center
NRTE	Non-resident Tuition Exemption
OER	Open Educational Resources
PSU	Portland State University
QFI	Qatar Foundation International
RSMP	Refugee Student Mentor Program
SAO	Study Abroad Office
SCJS	Schusterman Center for Jewish Studies
SSD	Services for Students with Disabilities
TA	Teaching assistant
TRM	Transcript Recognized Minor
TSU	Texas State University
UCB	University of California at Berkeley
UCLA	University of California at Los Angeles
UGS	School of Undergraduate Studies
UiO	University of Oslo
UIUC	University of Illinois at Urbana-Champaign
UT	The University of Texas at Austin
UTL	The University of Texas Libraries
UTLA	UTeach-Liberal Arts
UTRGV	The University of Texas Rio Grande Valley
vHMML	Hill Museum and Manuscript Library virtual reading room

Higher Education Act Statutory Requirements

1. Diverse perspectives. The Center for Middle Eastern Studies (CMES) at the University of Texas at Austin (UT) maintains a culture of open expression allowing for a diversity of perspectives. Research and teaching are governed by recognized standards of academic freedom, and CMES does not exert undue influence in these areas.

Because CMES brings together faculty and students from across disciplines, varied viewpoints and approaches to issues in Middle Eastern Studies are inherent in our activities. This diversity is especially visible in our events program. As a rule, all events include opportunities for the audience to engage with presenters to foster open discussion of the topics addressed. Further, explicitly partisan speakers, such as government officials, party leaders, active politicians, and lobbyists, are excluded from our events program. Rather, we invite academics, performers, authors, and journalists who represent a wide range of views, both individually and collectively. For events addressing particularly controversial topics, we hold panel discussions with multiple speakers who will present varied perspectives on the issue. Our close collaboration with UT's Schusterman Center for Jewish Studies is an important example of CMES's commitment to diverse perspectives on the Middle East.

2. Service in areas of national need. CMES offers academic programming and professional development opportunities to ensure students graduate with the skills and knowledge necessary for careers in government service, education, business, and the nonprofit sector. We organize numerous activities to help achieve this goal:

2.1 Dual-degree programs. CMES offers dual degrees combining Middle Eastern Studies with professional programs in global policy studies, public affairs, information

studies, law, business administration, journalism, and radio-television-film.

2.2 Dual-language track. The dual-language track allows students to develop advanced proficiency in two strategically important Middle Eastern languages. This track prepares students for careers that span multiple sub-regions within the Middle East.

2.3 Professional development. We offer a course, Professional Development in Middle Eastern Studies (MES 394), that allows students to receive credit toward their degrees for completing professional activities related to their future careers. Such activities may include specialized research, program development, and community organizing. The Arabic Flagship Program hosts career workshops featuring alumni to enhance professional development; AFP students also participate in professional internships in Morocco. The Refugee Student Mentorship Program allows students to practice language skills in practical, real-life situations, even becoming familiar with new dialects.

2.4 Internships. We offer credit for internships to both undergraduate and graduate students. We have also provided financial support to students completing internships, including positions with government agencies in Washington, D.C. and abroad, and we are actively working with alumni to develop new internship opportunities for students.

2.5 Other initiatives. In addition to the above opportunities, students can prepare for careers in government service and other areas of national need by taking advantage of CMES's relationship with the Clements Center for National Security and the Institute for Communication on Media and the Middle East, attending lectures in the Middle East policy lecture series, working with the School of Public Affairs' diplomat-in-residence to prepare for work in the foreign service, participating in an intellectual entrepreneurship pre-graduate school internship, and joining student committees (the MES Undergraduate

Student Committee and the MES Graduate Student Association) that organize career workshops and recruitment events with government and nonprofit recruiters.

Appendix 1: Curriculum Vitae* and Position Descriptions

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***Recent publications compiled over last 10 years**

Language proficiency scale

- 5, fluent
- 4, advanced
- 3, proficient
- 2, intermediate
- 1, basic

Adut, Ari | Associate Professor, Department of Sociology*Education*

Ph.D. University of Chicago: Sociology, 2004
 B.A. Bogazici University: Psychology (with high honors), 1993

Academic experience

2010-present Associate Professor, University of Texas at Austin
 2004-2010 Assistant Professor, University of Texas at Austin
 2000-2002 Lecturer, University of Chicago

Research specialization

Political violence, the public sphere, commodification, censorship

Distinctions

Honorable Mention, Mary Douglas Book Award, American Sociological Association, 2009; Humanities Institute Fellowship, University of Texas at Austin, Fall 2007

Languages: French 4, Turkish 5
 Overseas experience: France, Turkey
 Relevant courses taught: Sociology of culture
 Time dedicated to area studies: 25%
 Courses taught: 5
 Number of recent publications: 2
 Dissertations/theses supervised: 12

Aghaie, Kamran Scot | Associate Professor, Department of Middle Eastern Studies*Education*

Ph.D. University of California-Los Angeles: History, 1999
 M.A. University of California-Los Angeles: History, 1995
 B.A. University of Tennessee: Asian Studies, 1991

Academic experience

2014-present Chair, Department for Middle Eastern Studies, University of Texas at Austin
 2005-13, 2016-17 Director, Center for Middle Eastern Studies, University of Texas at Austin
 2005-present Associate Professor, University of Texas at Austin
 1999-2005 Assistant Professor, University of Texas at Austin

Research specialization

Islamic studies, modern Iranian and Middle Eastern history, Shi'ism, Persian, Arabic, historiography, religious studies, nationalism, gender studies, economic history

Languages: Persian 5, Arabic 4
 Overseas experience: Egypt, Iran, Israel, Jordan
 Relevant courses taught: Islamic Revolution of Iran, Introduction to Islam, Modern Iran, Mod
 Iranian Hist and Historiog
 Time dedicated to area studies: 100%
 Number of courses taught: 4
 Number of recent publications: 4
 Dissertations/theses supervised: 29

Al-Batal, Mahmoud | Professor Emeritus, Department of Middle Eastern Studies*Education*

Ph.D.	University of Michigan: Arabic Linguistics, 1985
M.A.	University of Michigan: Arabic Linguistics, 1981
B.A.	The Lebanese University: Arabic Language and Literature, 1977

Academic experience

2007-2015	Director, Arabic Flagship Program, University of Texas at Austin
2006-2017	Associate Professor, University of Texas at Austin
2000-2014	Director, Center for Arabic Study Abroad (CASA)

Research specialization

Arabic language and language pedagogy

Distinctions

Texas Language Center Teaching Excellence Award, 2013; MLA/ADFL Award for Distinguished Service to the Profession, 2004

Languages:	Arabic 5
Specializations:	Teaching Arabic as a foreign language (TAFL)
Overseas experience:	Native of Lebanon, Syria, Egypt, Morocco, Qatar
Relevant courses taught:	Intensv Grad Lang Instructn (I, II, III, VI, V, VI), Intensive Arabic (I, II, III, VI, V, VI), Teaching Arabic as Frgn Lang, Arabic Across Disciplines, Curriculum Design in Arabic, The Arab Spring, Issues in Mod Arab Thought
Time dedicated to area studies:	100%
Number of courses taught:	17
Number of recent publications:	3
Dissertations/theses supervised:	25

Ali, Kamran | Associate Professor, Department of Anthropology*Education*

Ph.D.	Johns Hopkins University: Anthropology, 1997
M.A.	Johns Hopkins University: Anthropology, 1991
M.B.B.S.	University of Karachi (Pakistan): Bachelor of Medicine and Surgery, 1987

Academic experience

2009-present	Director, South Asia Institute, University of Texas at Austin
2005-present	Associate Professor, Department of Anthropology, University of Texas at Austin
2001-2005	Assistant Professor, Department of Anthropology, University of Texas at Austin
1996-2001	Assistant Professor, Department of Anthropology, University of Rochester

Research specialization

Gender; health; urban issues; Pakistani politics; state-civil society

Distinctions

Wissenschaftskollege zu Berlin (Institute of Advanced Study) Fellowship, 2010; Population Council, Cairo, 2005; Fellowship, International Institute for the Study of Islam in the Modern World, Leiden, Netherlands, 2005

Languages:	Urdu 5, Arabic 3, Spanish 1
Overseas experience:	Egypt, El Salvador, Mexico, Pakistan (native)
Relevant courses taught:	Cities and Citizenship
Time dedicated to area studies:	50%
Number of courses taught:	2
Number of recent publications:	11
Dissertations/theses supervised:	47

Al-Shalchi, Olla | Lecturer, Department of Middle Eastern Studies*Education*

Ph.D.	Old Dominion University: Instructional Design and Technology, 2015
M.A.	American University in Cairo: Teaching Arabic as a Foreign Language, 2006
B.A.	University of Texas at Austin: Arabic Language and Literature and Islamic Studies

Academic experience

2016-present	Lecturer, University of Texas at Austin
2012-2016	Lecturer, Smith College
2014-2015	Visiting Lecturer, Williams College
2011-2012	Arabic Language Specialist, George Washington University
2006-2011	Visiting Instructor and Researcher, College of William and Mary

Research specialization

Arabic language skills, instructional design, online learning

Distinctions

TAFL Fellowship Award, 2003, 2004; CASA Fellowship Award, 2002

Languages:	Arabic 5
Overseas experience:	Egypt
Relevant courses taught:	Intensv Grad Lang Instructn (I, II, III, VI, V, VI), Intensive Arabic (I, II, III, VI, V, VI)
Time dedicated to area studies:	100%
Number of courses taught:	12
Number of recent publications:	1
Dissertations/theses supervised:	1

Atwood, Blake | Assistant Professor, Department of Middle Eastern Studies*Education*

Ph.D.	University of Texas at Austin, Department of Middle Eastern Studies, 2011
M.A.	University of Texas at Austin, Department of Middle Eastern Studies, 2008
B.A.	University of Virginia, Middle Eastern Language and Literatures, 2006

Academic experience

2017-2018	Visiting Faculty, Media Studies Program, American University of Beirut
2013-present	Assistant Professor, University of Texas at Austin
2011-2013	Lecturer, University of Pennsylvania

Research specialization

Iranian youth culture, Middle Eastern cinema, film historiography, Persian language pedagogy

Distinctions

Leslie Waggener Centennial Teaching Fellowship, UT, 2017; College Research Fellowship, College of Liberal Arts, UT, 2016; Book Subvention Grant, Office of the President, UT, 2015; Professional Development Award, Texas Language Center, UT, 2014

Languages:	Persian 4
Overseas experience:	Iran
Relevant courses taught:	Visual Culture: War and Revolutn, Contemp ME Cinema, Youth Culture in Iran, ME Studies: Interdisc Intro, Film Historgrphy/World Cinema, Iranian Cinema, Minorities/Media In Iran, Pop Cinema in The ME, Persian Across Disciplines, Intensive Persian (I, II), Intermediate Persian I, Intensv Grad Lang Instructn (I, II)
Time dedicated to area studies:	100%
Number of courses taught:	14
Number of recent publications:	12
Dissertations/theses supervised:	21

Awad, Germiné H | Associate Professor, Department of Educational Psychology

Education

Ph.D. Southern Illinois University Carbondale: Applied Experimental Psychology, 2005
 M.A. Southern Illinois University Carbondale: Applied Experimental Psychology, 2002
 B.S. John Carroll University (Cleveland, OH): Psychology, 1999

Academic experience

2016-present Associate Professor, University of Texas at Austin
 2007-2016 Assistant Professor, University of Texas at Austin
 2006-2007 Visiting Assistant Professor, University of Missouri-Columbia
 2004-2006 Postdoctoral Fellowship, St. Mary's College, Notre Dame, IN

Research specialization

Prejudice/discrimination, ethnic/racial identity, acculturation, immigration

Distinctions

Outstanding Teaching Award. Warfield Center for African & African American Studies, 2013; Summer Research Assignment, UT, Educational Psychology, 2012; Hogg Foundation Mental Health Research Grant. "The role of acculturation, religious identification and perceived discrimination on the mental health of Arab/Middle Eastern Americans," 2011

Relevant courses taught: Psych of Women and Gender
 Time dedicated to area studies: 25%
 Number of courses taught: 8
 Number of recent publications: 5
 Dissertations/theses supervised: 40

Ayoub, Samy | Lecturer, Department of Middle Eastern Studies

Education

Ph.D. University of Arizona: Islamic Law, 2014
 M.S.c. University of Edinburgh: Islamic Law and Middle Eastern Studies, 2009
 B.A. Al-Azhar University: Islamic Law, 2006

Academic experience

2015-2018 Lecturer, University of Texas at Austin
 2014-2015 Postdoctoral Faculty Fellow, University of California, Santa Barbara
 Spring 2014 Lecturer, New York University
 2013-2014 Fellow, National Center for Judicial and Legal Studies (Alexandria, Egypt)
 Fall 2013 Lecturer, University of Arizona

Research specialization

Islamic law, theology, exegesis

Distinctions

EURIAS Fellowship, 2018; Postdoctoral Fellowship in Middle East Law, Arab Council for Social Sciences, 2016; Margaret T. Getman Service to Students Award Nominee, UC Santa Barbara, 2015; Malcolm H. Kerr Dissertation Award, Middle Eastern Studies Association, 2015

Languages: Arabic 5
 Specializations: Islamic law, theology, exegesis
 Overseas experience: Egypt, Scotland
 Relevant courses taught: Islamic Ethics, Late Ottoman State and Society, Rule of Law in the Mid East, Comparative Middle East Law, Islam and Politics, Ara Readings Class Isl Txts
 Time dedicated to area studies: 100%
 Number of courses taught: 6
 Number of recent publications: 7
 Dissertations/theses supervised: 4

Azam, Hina | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D.	Duke University: Islamic Studies, 2007
M.A.	Duke University: Religion, 2000
B.A.	Loyola University of Chicago: Philosophy and Communication, 1992

Academic experience

2007-present	Assistant Professor, University of Texas at Austin
2008	Instructor, Oydsey Program, University of Texas at Austin
2006-2007	Instructor, University of Texas at Austin
1999-2004	Lecturer, St. Mary's College (California)

Research specialization

Islamic law, theology, exegesis; sexual violence and Islam

Distinctions

American Historical Association's 2016 James Henry Breasted Prize for her book *Sexual Violation in Islamic Law: Substance, Evidence, and Procedure* (Cambridge Univ. Press, 2015)

Languages:	Arabic 5, French 4, Urdu 3, German 2
Overseas experience:	Morocco, Egypt, Pakistan
Relevant courses taught:	The Qur'an, Islamic Theology, Islamic Law, Qur'anic Exegesis, Introduction to Islam, Religions of The Middle East, Islamic Stds: Discpln Intro, Classical Islamic Studies, Islamic Feminism
Time dedicated to area studies:	100%
Number of courses taught:	9
Number of recent publications:	7
Dissertations/theses supervised:	13

Bar-Adon, Aaron | Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D.	The Hebrew University: Linguistics, 1959
M.A.	The Hebrew University: Hebrew Language and Literature, Linguistics, 1949

Academic experience

2013-present	Professor Emeritus, University of Texas at Austin
1966-2013	Professor, University of Texas at Austin

Research specialization

Sociolinguistics, language acquisition, language ideologies

Distinctions

Elected to Academy of the Hebrew Language, 2012

Languages:	Arabic 5, Aramaic 5, French 1, German 2, Hebrew 5, Persian 1, Russian 1, Turkish 1, Yiddish 5
Specializations:	Sociolinguistics, language acquisition, language ideologies
Overseas experience:	Israel
Time dedicated to area studies:	100%

Barany, Zoltan | Frank C. Erwin, Jr, Centennial Professor, Department of Government

Education

Ph.D.	University of Virginia: Political Science, 1991
M.A.	University of Nebraska: Political Science, 1988
B.A.	Carleton University: Soviet and East European Studies, 1986

Academic experience

2002-present	Frank C Erwin Jr Centennial Professor in Government, University of Texas
2001-present	Professor, University of Texas at Austin
1996-2001	Associate Professor, University of Texas at Austin
1991-1996	Assistant Professor, University of Texas at Austin

Research specialization

Military politics, military sociology, democratization, ethno-politics

Distinctions

Dean's Fellowship, 2009; Hoover Institution, Stanford University, Campbell National Fellow, 2007-2009; American Library Association CHOICE Outstanding Academic Title, 2006

Languages:	Hungarian 5, German 2, Russian 2
Overseas experience:	Hungary (native), Czech Republic, Germany, Scotland
Relevant courses taught:	Modern Monarchy, Military In Politics
Time dedicated to area studies:	50%
Number of courses taught:	5
Number of recent publications:	31
Dissertations/theses supervised:	13

Brower, Benjamin | Associate Professor, Department of History

Education

Ph.D.	Cornell University: History, 2005
M.A.	University of Colorado: History, 1994
B.A.	University of Idaho: History and French, 1991

Academic experience

2012-present	Associate Professor, University of Texas at Austin
2005-2012	Assistant Professor, University of Texas at Austin
2007-2008	Member, School of Social Science, Institute for Advanced Study

Research specialization

North Africa/Maghreb, violence and colonialism, trauma theory

Distinctions

Humanities Research Award, College of Liberal Arts, UT, 2012-2015; Glasscock Center for Humanities Research, Texas A&M University, Stipendiary Faculty Fellow, 2006

Languages:	French 4, Arabic 2, Spanish (reading); German (reading)
Overseas experience:	Algeria, France, Morocco, Tunisia
Relevant courses taught:	Secularism and Critical Theory, Trauma and History, Writing Violence in History, French Emp: The West/Islam, History Of Pilgrimage To Mecca, Violence And Colonialism, Intro Modern North Africa, Revltn/Decoloniztn N Africa
Time dedicated to area studies:	100%
Number of courses taught:	10
Number of recent publications:	8
Dissertations/theses supervised:	21

Brownlee, Jason | Professor, Department of Government*Education*

Ph.D. Princeton University: Political Science, 2004
 M.A. Princeton University: Political Science, 2000
 B.A. Emory University: International Relations and Affairs

Academic experience

2016-present Professor, University of Texas at Austin
 2009-2016 Associate Professor, University of Texas at Austin
 2004-09 Assistant Professor, University of Texas at Austin
 2004-05 Post-Doctoral Fellow, Stanford University

Research specialization

Domestic and international processes of political emancipation

Distinctions

Fulbright Scholar to Egypt, 2011; Woodrow Wilson International Center for Scholars, Fellowship, 2010; Best Article Award, APSA Comparative Democratization Section, 2008

Languages: Arabic 5, Persian 3, French 2
 Overseas experience: Egypt, Iran, Turkey
 Relevant courses taught: Middle East Today, Political Economy of Mid East, Authoritarianism, Middle East Interventions, The Politics of Capital
 Time dedicated to area studies: 100%
 Number of courses taught: 6
 Number of recent publications: 11
 Dissertations/theses supervised: 15

Brustad, Kristen | Associate Professor, Department of Middle Eastern Studies*Education*

Ph.D. Harvard University: Near Eastern Languages and Civilizations, 1991
 B.S. Georgetown University: Arabic Language and Literature, 1980

Academic experience

2006-present Associate Professor, University of Texas at Austin
 2010-2013 Chair: Department of Middle Eastern Studies, University of Texas at Austin
 2000-2006 Associate Professor, Emory University
 1994-1999 Assistant Professor, Emory University

Research specialization

Arabic dialects, syntax, language ideology, Arabic literary and linguistic history

Distinctions

Liberal Arts Student Council Teaching Award, 2014; Faculty Research Award, University of Texas, 2014; Norwegian Research Council FAFO, "Sociology and Ideology of Language Change in the Arab World," 2012-2014

Languages: Arabic 5
 Overseas experience: Morocco, Egypt, Lebanon, Jordan, Kuwait
 Relevant courses taught: Comparative Arabic Dialects, Current Research: Arabic Ling, Arabic Dialectology, Arabic Dialect Research, Varieties and Registers of Ara, Arabic Lit In Classical Period, Ideologies of Spoken Arabic, Intensv Grad Lang Instructn (IV, V, VI), Intensive Arabic (III, IV, V), Arabic Across Disciplines
 Time dedicated to area studies: 100%
 Number of courses taught: 14
 Number of recent publications: 4
 Dissertations/theses supervised: 48

Charrad, Mounira Maya | Associate Professor, Department of Sociology

Education

Ph.D.	Harvard University: Sociology, 1980
M.A.	Ecole Pratique des Hautes Etudes: Advanced Studies in Sociology, 1965
B.A.	University of Paris: Licence in Sociology, 1964

Academic experience

2005-present	Associate Professor, University of Texas at Austin
2000-2005	Assistant Professor, University of Texas at Austin
1999-2000	Visiting Scholar, Georgetown University

Research specialization

Gender and women's rights, political sociology, social theory, colonialism, comparative-historical sociology, globalization, Middle East and North Africa

Distinctions

Distinguished Service to the Tunisian American Community Ibn Khaldun Award, 2005; Nominee, Outstanding Graduate Teaching Award, UT, 2005; Distinguished Scholarly Publication Award, Outstanding Book in Sociology, American Sociological Association, 2004

Languages:	Arabic 3, French 5, Tunisian 3
Overseas experience	Tunisia (native), Morocco, Algeria, France
Relevant courses taught:	Gender Polit In Islamic World
Time dedicated to area studies:	100%
Number of courses taught:	6
Number of recent publications:	6
Dissertations/theses supervised:	16

Diab, Rasha | Assistant Professor, Department of Rhetoric and Writing

Education

Ph.D.	University of Wisconsin at Madison: English, 2009
M.A.	Ain Shams University: English, 2002
B.A.	Ain Shams University: English, 1994.

Academic experience

2009-present	Assistant Professor, University of Texas at Austin
1995-2009	Junior Faculty, Department of English, Helwan University

Research specialization

Rhetorical theory, political discourse, transnational rhetoric, rhetorics of reconciliation and peacemaking

Distinctions

American Association for University Women's International Fellowship, 2008
Chair's Memorial Award, Conference on College Composition and Communication, 2008
Rhetoric Society of America Summer Institute Scholarship, 2007
English Department's Teaching Assistant Exceptional Service Award, 2007

Languages:	Arabic 5
Overseas experience:	Egypt (native)
Relevant courses taught:	Intercultural rhetoric; rhetorics of reconciliation and peacemaking
Time dedicated to area studies:	100%
Number of courses taught:	7
Dissertations/theses supervised:	5

Di-Capua, Yoav | Associate Professor, Department of History

Education

Ph.D. Princeton University: Near East Studies, 2004
 M.A. Tel Aviv University: History, 1999
 B.A. Hebrew University: Middle East History, 1996

Academic experience

2010-present Associate Professor, University of Texas at Austin
 2005-2010 Assistant Professor, University of Texas at Austin
 2004 -2005 Lecturer, Hebrew University

Research specialization

Modern Arab intellectual history

Distinctions

Outstanding Teaching Award, UT, 2011

Languages: Hebrew 5, English 5, Arabic 4, Italian 4, French 3
 Overseas experience: Israel (native); Egypt.
 Relevant courses taught: Mod Arab Renais: An Inquiry, Modern Egypt: A History, Intro M East:
 Adj/Chg Mod Tm, Contemp Historiog of Mid East
 Time dedicated to area studies: 100%
 Number of courses taught: 5
 Number of recent publications: 7
 Dissertations/theses supervised: 32

Eaton, David J | Professor, LBJ School of Public Affairs

Education

Ph.D. Johns Hopkins University: Environmental Engineering and Geography, 1977
 M.A. University of Pittsburgh: Public Works Administration, 1972
 M.Sc. University of Pittsburgh: Environmental Health, 1972

Academic experience

1991-present Bess Harris Jones Centennial Professor, University of Texas at Austin
 1985-1991 Professor, University of Texas at Austin
 1980-1985 Associate Professor, University of Texas at Austin

Research specialization

Energy/water conservation, groundwater policy in Israel/Palestine

Distinctions

Outstanding Service as Chair, Border International Water Quality, American Society of Civil Engineers, 2009
 McGrew Award for Public Policy Research (co-recipient), American Society of Public Administration, 1998
 Honors Award, Applied Geography, Association of American Geographers, 1989

Languages: Hebrew 3, Russian 2, French 2, Spanish 1
 Overseas experience: Afghanistan, Egypt, Israel, Jordan, West Bank/Gaza, Turkey
 Relevant courses taught: Transboundary water quality management; Climate negotiation
 Time dedicated to area studies: 100%
 Number of courses taught: 15
 Number of recent publications: 3
 Dissertations/theses supervised: 28

Ghanoonparvar, Mohammad | Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D.	University of Texas at Austin: Comparative Literature, 1979
M.A.	East Michigan University: English Literature, 1972
B.A.	University of Isfahan (Iran): English Language and Literature, 1966

Academic experience

2013-present	Professor Emeritus, University of Texas at Austin
2000-2013	Professor, University of Texas at Austin
1993-2000	Associate Professor, University of Texas at Austin
1990-1993	Assistant Professor, University of Texas at Austin

Research Specialization

Iranian literature, travel literature, literary translation

Distinctions

Encyclopaedia Iranica Lifetime Achievement Award for Contribution to Iranian Culinary Arts, 2009
American Institute for Iranian Studies Lois Roth Persian Translation Prize for *Translating the Garden*, 2008

Languages:	Persian 5, German 4, Arabic 3
Overseas experience:	Iran, Canada, England, Norway, Austria, Germany
Relevant courses taught:	Iranian film and fiction; Images of the West in Persian literature
Number of recent publications:	11
Time dedicated to area studies:	100%

Gillespie, Kate | Associate Professor, Department of Marketing

Education

Ph.D.	University of London: International Business, 1983
M.B.A	University of Virginia: Business Administration and Management, 1976
B.A.	Harvard University: Near and Middle Eastern Studies, 1974

Academic experience

1990-present	Associate Professor, University of Texas at Austin
1982-1990	Assistant Professor, University of Texas at Austin
1982-1984	Assistant Professor of International Business and Director, Middle East Program, University of South Carolina, Columbia, South Carolina
1978-1979	Research Associate to the President, Iran Center for Management Studies, Tehran

Research specialization

Emerging markets, global marketing, international business

Distinctions

CBA Foundation Teaching Award for Assistant Professors, 1988

Languages:	Arabic 1, French 1
Overseas experience:	Egypt, Palestine
Relevant courses taught:	Emerging Markets, Global Marketing
Time dedicated to area studies:	100%
Number of courses taught:	4
Number of recent publications:	2
Dissertations/theses supervised:	3

Green, Rachel | Lecturer, Department of Middle Eastern Studies

Education

Ph.D. University of Texas at Austin: Middle Eastern Languages and Cultures, 2017
 M.A. University of Texas at Austin: Middle Eastern Studies, 2013
 B.A. University of Texas at Austin: Comparative Literature, Near Eastern Languages and Civilization, University of Chicago, 2008

Academic experience

2017-2018 Lecturer, University of Texas at Austin
 2008-2009 Fellow, Center for Arabic Study Abroad (Damascus, Syria)

Research specialization

Domestic and international processes of political emancipation

Distinctions

Comparative Literature Prize for most outstanding B.A. thesis in the discipline, University of Chicago, 2008
 Justin Palmer Prize for most outstanding B.A. thesis in Near Eastern Languages and Civilizations University of Chicago, 2008

Languages: Arabic 5, Hebrew 5
 Overseas experience: Egypt, Israel
 Relevant courses taught: Intensive Hebrew (I, II), Conflict Lit/Media Mid East, Arabic Across Disciplines, Lit/Media Arab Spring
 Time dedicated to area studies: 100%
 Number of courses taught: 5

Grumberg, Karen | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. University of California-Los Angeles: Comparative Literature, 2004
 M.A. University of California-Los Angeles: Comparative Literature, 1999
 B.A. University of Texas at Austin: English and History, 1997

Academic experience

2011-present Associate Professor, University of Texas at Austin
 2004-2011 Assistant Professor, University of Texas at Austin
 2006-2008 Graduate Advisor, Center for Middle Eastern Studies, University of Texas at Austin

Research specialization

Contemporary Israeli literature, comparative Arabic/Hebrew literature

Distinctions

Jean Holloway Award for Teaching Excellence, 2014
 Dean's Fellow, UT Austin, 2008

Languages: Hebrew 5, French 3
 Overseas experience: Israel, France, Norway
 Relevant courses taught: Israel/Palestine In Lit and Film, Space And Place In Literature, Exile/Strangeness Cont Heb Lit, Hebrew Across Disciplines, Israel/Palestine: Cultrl Persp, Writ Between Cul: Arabs/Jews, Intensv Grad Lang Instructn (I, II), Survey of Mid East Lit/Film
 Time dedicated to area studies: 100%
 Number of courses taught: 11
 Number of recent publications: 8
 Dissertations/theses supervised: 18

Haghshenas, Hossein | Senior Lecturer, Department of Sociology

Education

Ph.D.	University of Texas at Austin: Sociology, 1991
M.S.	North Texas State University: Sociology, 1982
B.A.	University of Esfahan: Psychology and Philosophy, 1975

Academic experience

2008-present	Senior Lecturer, University of Texas at Austin
1996-2008	Lecturer, University of Texas at Austin
1995-1996	Instructor, Austin Community College

Research specialization

Comparative sociology of the Middle East, sociology of relationships

Distinctions

Texas Exes Teaching Award for professors in the college of Liberal Arts, 2005-2006
Nominated for Harry H. Ransom Teaching Award, 2003

Languages:	Persian 5, Arabic (reading)
Overseas experience:	Iran (native), Turkey
Relevant courses taught:	Sociology of love & relationships; Intro to the study of society
Time dedicated to area studies:	100%
Number of courses taught:	5

Hancock, Ian | Professor, Department of Linguistics

Education

Ph.D.	London University: Oriental and African Studies, 1971
Ph.D. (honoris causa)	Constantine University, Slovakia, 2009
Ph.D. (honoris causa)	Umea University, Sweden, 2005

Academic experience

1984-present	Professor, University of Texas at Austin
1977-1983	Associate Professor, University of Texas at Austin
1972-1976	Assistant Professor, University of Texas at Austin

Research specialization

Romani history, pidgin/creole linguistics

Distinctions

Appointed to the Texas State Holocaust and Genocide Commission, 2009; West Chester University created "The Ian Hancock Graduate Fellowship in Holocaust and Genocide Studies" in 2003; Appointed to the US Holocaust Memorial Council, Romani representative, 1997

Languages:	Roma 5, English Creole (various spoken dialects)
Overseas experience:	West Indies, India, Israel, Germany, Eastern Europe
Relevant courses taught:	Creole and pidgin languages, Roma history and culture
Time dedicated to area studies:	100%
Number of courses taught:	8
Number of recent publications:	10
Dissertations/theses supervised:	3

Hassan, Shahnaz | Lecturer, Department of Asian Studies*Education*

B.A. University of Punjab (Pakistan), 1982

Academic experience

2002-present Lecturer, Department of Asian Studies, University of Texas at Austin
 1990-2002 Lecturer, Berkeley Urdu Language Program in Pakistan
 1988-1989 Language Instructor, U.S Peace Corps (Pakistan)

Research specialization

Urdu Grammar and literature

Distinctions

Texas Foreign Language Teaching Excellence Award, 2011

Languages: Urdu 5, Punjabi 5, Arabic 2
 Specializations: Urdu Grammar and literature
 Overseas experience: Pakistan (native)
 Relevant courses taught: Urdu language; Readings in Urdu newspapers
 Time dedicated to area studies: 100%
 Number of courses taught: 8

Heng, Geraldine | Associate Professor, Department of English*Education*

Ph.D. Cornell University: English, 1990
 M.A. Cornell University: English, 1986
 M.A. National University of Singapore: English, 1980
 B.A. University of Singapore: English and Philosophy, 1979

Academic experience

2002-05, 2007-09 Director, Graduate Advisor, Medieval Studies, University of Texas at Austin
 2002-present Associate Professor, University of Texas at Austin
 2001-2002 Associate Director and Cofounder, University of Texas Humanities Institute
 1994-2002 Assistant Professor, University of Texas at Austin

Research specialization

Literary, cultural, and social encounters, webs of exchange, gender, race, sexuality, and religion

Distinctions

Perceval Endowment in Medieval Romance, Historiography, and Culture, 2006-ongoing
 Visiting Senior Research Fellowship, National University of Singapore, 2018
 Andrew Mellon/CLIR grant (\$154,800) in Data Curation, to create *MappaMundi* project, 2013
 NEH Digital Humanities start-up grant for *Bibliopedia* (\$50,000), 2011

Languages: Cantonese (native)
 Overseas experience: Hong Kong (native); Singapore, Britain, Canada.
 Relevant courses taught: Envison Muslim: Mid Age/Today
 Time dedicated to area studies: 25%
 Number of courses taught: 8
 Number of recent publications: 17
 Dissertations/theses supervised: 9

Hillmann, Michael Craig | Professor, Department of Middle Eastern Studies

Education

Ph.D.	University of Chicago: Near Eastern Languages and Civilizations, 1974
M.A.	University of Chicago: Near Eastern Languages and Civilizations, 1969
M.A.	Texas State University at San Marcos: English Literature, 1997
B.A.	Loyola College (Maryland): English Literature, 1962

Academic experience

1986-present	Professor, University of Texas at Austin
1978-1986	Associate Professor, University of Texas at Austin
1974-1978	Assistant Professor, University of Texas at Austin

Research specialization

Persian literature, Iranian culture, classical Persian poetry, Persian material culture

Languages:	Persian (Farsi) 5; Persian (Tajiki) 4
Overseas experience:	Iran, Tajikistan
Relevant courses taught:	Iranian Fiction, Persian Across Disciplines, Iranian Culture, Rumi & Persian Sufi Tradition, Mid East in World Poetry, Self-Revlatn Women's Wrtg, Classics of Persian Peotry, Iran/Iranian-Amer Ident, 20 th Cen Persian Literature, Forugh Farrokhzad/Her Ptry, Persian Epic/Pop Culture, Iranian Women Poets, Views of Islam in the US, Persian Art: Past and Present
Time dedicated to area studies:	100%
Number of courses taught:	15
Number of recent publications:	5
Dissertations/theses supervised:	3

Holz, Robert | Professor Emeritus, Department of Geography

Education

Ph.D.	Michigan State University: Geography, 1963
M.A.	Southern Illinois University: Geography, 1959
B.A.	Southern Illinois University: Zoology and Animal Biology, 1958

Academic experience

1999-present	Professor Emeritus, University of Texas at Austin
1973-1999	Professor, University of Texas at Austin
1962-1973	Associate Professor, University of Texas at Austin

Research specialization

Geography of Egypt, Texas geography, remote sensing

Distinctions

Erich W. Zimmermann Regents Professor Emeritus of Geography

Languages:	German 3, Arabic 2, French 2
Overseas experience:	Egypt, Israel, Morocco, Saudi Arabia, Tunisia, Kenya, Panama
Time dedicated to area studies:	100%
Number of courses taught:	N/A

Housen, Ghada | Lecturer, Department of Middle Eastern Studies

Education

M.A. Damascus University: Arabic Language Teaching, 2017
 B.A. Damascus University: Arabic, 2002

Academic experience

2010-present Lecturer, University of Texas at Austin
 2006 Instructor, Exeter University Arabic Language Program (Syria)
 2005-2006 Instructor, Arabic, Iranian School (Syria)

Research specialization

Teaching Arabic as a foreign language

Languages: Arabic 5
 Overseas experience: Syria (native)
 Relevant courses taught: Intensive Arabic III, IV, V, Adv Spoken Media Arabic I
 Time dedicated to area studies: 100%
 Number of courses taught: 4

Huehnergard, John | Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D. Harvard University: Near Eastern Languages and Cultures, 1979
 B.A. Wilfrid Laurier University (Waterloo, Ontario): Religion and Culture, 1974

Academic experience

2017-present Professor Emeritus, University of Texas at Austin
 2009-2017 Professor, University of Texas at Austin
 1988-2009 Professor, Harvard University
 1983-88 Associate Professor, Harvard University
 1978-83 Assistant Professor, Columbia University

Research specialization

Semitic linguistics, historical linguistics, writing systems, and ancient Near Eastern history

Distinctions

Honorary Doctorate of Humane Letters, The University of Chicago, 2014
 National Endowment for the Humanities grant, A Biblical Hebrew and Aramaic Lexicon, 2013

Languages: Akkadian, Arabic, Aramaic, Egyptian, Hebrew, Ethiopic (reading).
 Overseas experience: Israel, Syria
 Relevant courses taught: Akkadian I, II, III, Lost Languages & Decipherment, Writing, Scripts, & Literacy, Classical Ethiopic, Classical Ethiopic II, Semitic Languages, The Bible In Hebrew IV, Targumic Aramaic
 Time dedicated to area studies: 100%
 Number of courses taught: 10
 Number of recent publications: 15
 Dissertations/theses supervised: 14

Hyder, Syed Akbar | Associate Professor, Department of Asian Studies*Education*

Ph.D.	Harvard University: Near Eastern and Semitic Languages, 2000
M.A.	University of Texas at Austin: Near Eastern and Semitic Languages, 1994
B.A.	Texas A & M University: Philosophy, 1992

Academic experience

2007-present	Associate Professor, University of Texas at Austin
2006-present	Associate Director, Hindi-Urdu Flagship, University of Texas at Austin
2000-2007	Assistant Professor, University of Texas at Austin

Research specialization

Islam in South Asia, Urdu, Aesthetics in South Asia and the Middle East

Languages:	Urdu, Hindu
Overseas experience:	Pakistan, India
Relevant courses taught:	Introduction, Sufism & Islamic Mysticism Asia
Time dedicated to area studies:	25%
Number of courses taught:	16
Number of recent publications:	4
Dissertations/theses supervised:	21

Kaplan, Jonathan | Assistant Professor, Department of Middle Eastern Studies*Education*

Ph.D.	Harvard University: Near Eastern Languages and Civilizations, 2010
M.A.	Emory University, Jewish Studies, 2004
B.Sc.	University of North Carolina, History and Religious Studies, 1998

Academic experience

2012-present	Assistant Professor, University of Texas at Austin
2012	Lecturer, Yale University
2010-12	Postdoctoral Associate, Yale University

Research specialization

Biblical Hebrew, Dead Sea Scrolls, Midrash

Distinctions

First Runner-Up, Sean W. Dever Memorial Prize in Syro-Palestinian or Biblical Archaeology, 2010
 Graduate Writing Fellow, Bok Center for Teaching, Harvard University, 2008
 Certificate of Distinction in Teaching, Harvard University, 2008

Languages:	Hebrew (Classical, Rabbinic, Modern), Aramaic (Old, Imperial, Biblical, Palestinian, Babylonian, Syriac, Zoharic), Classical Greek, Latin, German (reading), French (reading)
Overseas experience:	Israel
Relevant courses taught:	Hebrew Bible Doctoral Smnr I, II, III, Jerusalem, Aramaic Biblical Interpret, The Dead Sea Scrolls, Abraham and Abrahamic Religions, The Bible and Its Interpreters, Current Issues in Hebrew Bible
Time dedicated to area studies:	100%
Number of courses taught:	9
Number of recent publications:	13
Dissertations/theses supervised:	11

Liebowitz, Harold | Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D.	University of Pennsylvania: Oriental Studies, 1972
M.A.	New York University: Ancient Near Eastern Art and Architecture, 1965
B.A.	Yeshiva University: Sociology, 1955

Academic experience

2011-present	Professor Emeritus, University of Texas at Austin
1998-2011	Professor, University of Texas at Austin
1981-1998	Associate Professor, University of Texas at Austin
1974-1981	Assistant Professor, University of Texas at Austin

Research specialization

Israel, archaeology

Distinctions

Faculty Research Assignment, UT, 2005
Dean's Fellow, UT, 1997

Languages:	Hebrew 5, Aramaic 3, French 3, German 3, Spanish 3, Yiddish 3
Overseas experience:	Israel, Egypt, Turkey, England, France, Spain
Relevant courses taught:	Daily life in ancient Israel; Jewish ethics; Dead Sea Scrolls
Number of recent publications:	1
Time dedicated to area studies:	100%
Number of courses taught:	N/A

Louis, Wm Roger | Professor, Department of History

Education

Ph.D.	University of Oxford: History, 1962
M.A.	Harvard University: History, 1960
B.A.	University of Oklahoma: History, 1959

Academic experience

1975-present	Director of British Studies, University of Texas at Austin
1970-present	Professor, University of Texas at Austin
1962-1970	Assistant and Associate Professor, Yale University

Research specialization

The British Empire, imperialism

Distinctions

Kluge Chair, Library of Congress, 2010
UT Professor of the Year, 2009
President of American Historical Association, 2001

Languages:	German 5, French 4
Overseas experience:	Egypt, Israel, India, British commonwealth
Relevant courses taught:	Eur Imperial: Brit Empire, British Hist, Lit, & Politics, Eurpn Imperlsm: Mod Mid East
Time dedicated to area studies:	100%
Number of courses taught:	5
Number of recent publications:	1
Dissertations/theses supervised:	21

Madi, Amr | Lecturer, Department of Middle Eastern Studies

Education

Ph.D.	Alexandria University: Literary and Critical Studies, ABD, expected 2018
M.A.	Alexandria University: Literary and Critical Studies, 2013
B.A.	Alexandria University: Arabic Language and Literature, 2009

Academic experience

2017-present	Lecturer, University of Texas at Austin
Spring 2017	Instructor, Doha Institute for Graduate Studies
2014-2016	Instructor, Arabic Flagship Program (Meknes, Morocco)
2015	Instructor, Ningxia University Study Abroad Program (Alexandria, Egypt)
2014-15	EURASMAS Program and Private Arabic Study Program
2013-2014	Instructor, TAFL Center (Alexandria, Egypt)
Spring 2013	Visiting Instructor, Michigan State University
Fall 2012	Instructor, Middlebury College Study Abroad Program (Alexandria, Egypt)
Summer 2012	Instructor, Georgetown University Study Abroad Program

Distinctions

- 1st place in Library of Alexandria's Middle East-wide writing competition, "Drawing with Words," 2011
- 1st place in Reviving Arabic Language literary information competition, 2009
- 1st place in Eyes of Arabic Poetry competition Abdul Aziz Saud Al-Babtain Foundation, 2006

Languages:	Arabic (native)
Overseas experience:	Egypt, Morocco
Relevant courses taught:	Intensive Arabic III, Intensive Arabic IV
Time dedicated to area studies:	100%
Number of courses taught:	4

Maimon, Anat | Lecturer, Department of Middle Eastern Studies

Education

B.A.	Tel-Aviv University: Hebrew Literature Grammar and Philosophy, 1984
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Academic experience

2015-present	Lecturer, University of Texas at Austin
2008-2015	Hebrew Language Program Coordinator, University of Arizona
2004-2015	Hebrew Language Lecturer, University of Arizona
1998-2004	Assistant Director of Judaic Studies, Tucson Hebrew Academy
1985-2004	Hebrew/Judaic Studies Teacher, Tucson Hebrew Academy

Research specialization

Hebrew language

Distinctions

- Excellence in Teaching, Dean's Award, University of Arizona, 2012
- Outstanding Educator of the Year, Jewish Federation of Southern Arizona, 1994

Languages:	Hebrew (native)
Overseas experience:	Egypt, Iran, Turkey
Relevant courses taught:	Hebrew I and II
Time dedicated to area studies:	100%
Number of courses taught:	4

Manners, Ian | Professor Emeritus, Department of Geography

Education

Ph.D.	Oxford University: Geography, 1969
M.A.	Oxford University: Geography, 1967
B.A.	Oxford University: Geography, 1964

Academic experience

2008-present	Professor Emeritus, University of Texas at Austin
1991-2008	Professor, University of Texas at Austin
1976-1991	Associate Professor, University of Texas at Austin
1972-1976	Assistant Professor, University of Texas at Austin
1968-1972	Assistant Professor, Columbia University

Research specialization

Historical cartography, urbanism, and environmental resource management in Turkey and the Middle East

Languages:	French 3, Turkish 3
Overseas experience:	Turkey, Egypt, Jordan, Kuwait, Saudi Arabia, Pakistan, New Zealand, England
Time dedicated to area studies:	100%
Number of courses taught:	N/A

Marcus, Abraham | Associate Professor Emeritus, Department of History

Education

Ph.D.	Columbia University: History, 1979
M.Phil.	Columbia University: History, 1978
B.A.	Tel Aviv University: Middle Eastern History and Political Science, 1973

Academic experience

2012-present	Associate Professor Emeritus, University of Texas at Austin
1987-2012	Associate Professor, University of Texas at Austin
1995-2003	Director, Center for Middle Eastern Studies, University of Texas at Austin
2002-2003	Chair, Department of Middle Eastern Studies, University of Texas at Austin
1980-1987	Assistant Professor, University of Texas at Austin

Research specialization

Ottoman Empire, music and Middle Eastern culture

Distinctions

Albert Hourani Book Award of the Middle East Studies Association of North America, 1991

Languages:	Arabic 5, Hebrew 5, French 4, Ottoman Turkish 4, German 2
Overseas experience:	Turkey, Israel, Brazil
Relevant courses taught:	Ottoman history; Introduction to the Middle East
Time dedicated to area studies:	100%
Number of courses taught:	N/A
Number of recent publications:	1
Dissertations/theses supervised:	1

Matysik, Tracie | Associate Professor, History

Education

Ph.D.	Cornell University: History, 2001
M.A.	Cornell University: History, 1997
B.A.	University of Washington-Seattle: Comparative History of Ideas, 1994

Academic experience

2009-present	Associate Professor, University of Texas at Austin
2002-2009	Assistant Professor, University of Texas at Austin
2002-2003	James Bryant Conant Fellow, Harvard University

Research specialization

European intellectual history, the history of sexuality

Languages:	German
Overseas experience:	Germany
Relevant courses taught:	Secularism and critical theory; Reason and its discontents
Time dedicated to area studies:	50%
Number of courses taught:	6
Dissertations/theses supervised:	12

Merabet, Sofian | Associate Professor, Department of Anthropology

Education

Ph.D.	Columbia University: Anthropology, 2008
M.Phil.	Columbia University: Anthropology, 2004
M.A.	Columbia University: Anthropology, 1999

Academic experience

2016-present	Associate Professor, University of Texas at Austin
2009-2016	Assistant Professor, University of Texas at Austin
2007-2009	Assistant Professor, Director of Grad Studies, Kevorkian Ctr, New York University
2006-2007	Visiting Instructor, University of Louisville

Research specialization

Sociocultural theory, urban studies, gender studies, queer theory

Distinctions

Humanities Research Award, UT, 2014-2017
 Lucia, John and Melissa Gilbert Teaching Excellence Award in Women's and Gender Studies, 2014
 College Research Fellowship, UT, 2015

Languages:	Arabic 5, French, German 5, Spanish
Overseas experience:	Syria, Lebanon, Germany
Relevant courses taught:	Muslims in Europe; Gender in Muslim World; Cities in Middle East
Time dedicated to area studies:	100%
Number of courses taught:	8
Number of recent publications:	5
Dissertations/theses supervised:	13

Minault, Gail | Professor, Department of History*Education*

Ph.D.	University of Pennsylvania: South Asia Regional Studies, 1972
M.A.	University of Pennsylvania: South Asia Regional Studies, 1966
B.A.	Smith College: History, 1961

Academic experience

1997-present	Professor, University of Texas at Austin
1980-1997	Associate Professor, University of Texas at Austin
1972-1980	Assistant Professor, University of Texas at Austin
1961-1964	Cultural Affairs Officer, U.S.I.S. (Dacca, East Pakistan-now Bangladesh)

Research specialization

Arab World, Muslim India, gender studies

Languages:	French, Hindi/Urdu, Persian, Italian, German
Relevant courses taught:	Partition of India In Historical Literature, Muslim India before 1750, Women In South Asian Societies
Overseas experience:	India, Pakistan, Bangladesh
Time dedicated to area studies:	50%
Number of courses taught:	4
Number of recent publications:	1
Dissertations/theses supervised:	6

Mohammad, Mohammad | Associate Professor, Department of Middle Eastern Studies*Education*

Ph.D.	University of Southern California: Linguistics, 1989
M.A.	University of Southern California: Generative Grammar, 1985
B.A.	University of Damascus: English Language and Literature, 1971

Academic experience

2000-present	Associate Professor, University of Texas at Austin
1999-2000	Associate Professor, University of Florida
1990-1999	Assistant Professor, University of Florida

Research specialization

Linguistics and the Arabic language, Qur'anic Arabic

Distinctions

Teaching Improvement Program Award, University of Florida, 1995

Languages:	Arabic 5, French 3
Overseas experience:	Palestine, Jordan, Israel, India, Pakistan, Great Britain, Belgium
Relevant courses taught:	Adv Spoken Media Arabic I, Al-Jazeera: Voice of Voiceless, Arab Pol Speeches War/Peace, Arabic Grammar Through Lit, Engaging The Middle East, Intensive Arabic I, Palestine and Palestinians
Time dedicated to area studies:	100%
Number of courses taught:	7
Dissertations/theses supervised:	11

Moin, Azfar | Professor, Department of Government

Education

Ph.D.	University of Michigan: History, 2010
M.A.	University of Texas at Austin: Asian Cultures and Languages, 2005
B.A.	University of Texas at Austin: History, 2003
M.E.	Dartmouth College: Engineering Management, 1996
B.S.E.E.	University of Texas at Austin: Electrical Engineering, 1994

Academic experience

2016-present	Associate Professor, University of Texas at Austin
2014-2016	Assistant Professor, University of Texas at Austin
2010-2014	Assistant Professor, Southern Methodist University

Research specialization

Sufism and Sainthood in Islam; Sacred Kingship; History of Early Modern Iran, Central Asia, and South Asia

Distinctions

Radhakrishnan Memorial Lecturer, 2019
 Charles A. Ryskamp Research Fellowship, American Council of Learned Societies, 2017
 Collaborative International Research Grant, American Academy of Religion, 2017
 Honorable Mention, Bernard S. Cohn Book Prize, Association for Asian Studies, 2014

Languages:	Urdu 5, Arabic 5, Arabic, Persian 4, French 3
Overseas experience:	India
Relevant courses taught:	Islam Early Mod World:rel/Cult, Judaism, Christianity, and Islam, Sovereignty In Islam:thry/Prac
Time dedicated to area studies:	100%
Number of courses taught:	5
Number of recent publications:	9
Dissertations/theses supervised:	8

Muezzin, Ahmad | Lecturer, Department of Middle Eastern Studies

Education

M.A.	University of Wisconsin-Madison: African Languages and Literature, 2017
M.I.T.	Higher Institute of Languages (Syria): Teaching English as a Foreign Language, 2011
B.A.	Aleppo University: English Language and Literature, 2005

Academic experience

2017-present	Lecturer, University of Texas at Austin
2014-2017	Teaching Assistant of Arabic, University of Wisconsin-Madison
Summer 2014	Lecturer of Arabic, Beloit College

Distinctions

Outstanding Instructor Award, University of Wisconsin-Madison, 2016

Languages:	Arabic (native)
Specializations:	Arabic; language pedagogy
Overseas experience:	Syria, Saudi Arabia
Relevant courses taught:	Intensive Arabic I, II
Time dedicated to area studies:	100%
Number of courses taught:	4

Mulder, Stephennie | Associate Professor, Department of Art and Art History

Education

Ph.D.	University of Pennsylvania: History of Art, 2008
M.A.	Princeton University: Near Eastern Studies, 2001
B.A.	University of Utah: Anthropology, 1997

Academic experience

2015-present	Associate Professor, University of Texas at Austin
2008-2015	Assistant Professor, University of Texas at Austin
2005-2008	Lecturer, University of Texas at Austin
2004-2005	Teaching Assistant, University of Texas at Austin

Research specialization

Islamic art and architecture; ancient and medieval art

Distinctions

Art History Teaching Excellence Award 2008-2009, UT
Margaret B. Sevckenko Prize, honorable mention. For "The Mausoleum of the Imam al-Shafi'i"
Mark of 'Distinction' for comprehensive examinations in the field of Islamic Art, 2004

Languages:	Arabic 4, Hebrew 1, French 4, German (reading)
Overseas experience:	Syria, Egypt, Turkey, Lebanon.
Relevant courses taught:	Arts of Islam, 650-1500, Arts of Islam 1500-Present, Arts of Islam: Caliphs-Sultans, Islamic Ornament, The Islamic City
Time dedicated to area studies:	100%
Number of courses taught:	7
Number of recent publications:	8
Dissertations/theses supervised:	11

Neely, James | Professor Emeritus, Department of Anthropology

Education

Ph.D.	University of Arizona: Anthropology, 1974
M.A.	University of Arizona: Anthropology, 1968
B.A.	Mexico City College: Anthropology, 1958

Academic experience

2003-present	Professor Emeritus, University of Texas at Austin
1996-2003	Professor, University of Texas at Austin
1975-1996	Associate Professor, University of Texas at Austin

Research specialization

Ancient Near East, cultural ecology, ceramic technology

Languages:	Spanish 5, French 3, German 3, Persian 2
Overseas experience:	Mexico, Iran, Ecuador
Relevant courses taught:	Village life; The development of urbanism; Ceramic technology
Time dedicated to area studies:	33%
Number of courses taught:	N/A
Number of recent publications:	6

Nethercut, William | Professor, Department of Classics

Education

Ph.D.	Columbia University: Classics, 1963
M.A.	Columbia University: Classics, 1960
B.A.	Harvard University: Classics, 1958

Academic experience

1975-present	Professor, University of Texas at Austin
1972-1975	Professor, University of Georgia
1967-1972	Associate Professor, University of Georgia

Research specialization

Egypt and the ancient Mediterranean, Egyptian art and culture

Distinctions

Alpha Lambda Delta & Phi Eta Sigma, named Outstanding Professor in Teaching Freshmen, 2001
 Liberal Arts Council Excellence in Teaching Award, 1998
 UT Teaching Hall of Fame, 1992

Languages:	Latin 3, Classical Greek 3
Overseas experience:	Greece, Egypt
Relevant courses taught:	Latin and Greek literature; Egyptian history; Hieroglyphics
Time dedicated to area studies:	50%

Neuberger, Mary C | Professor, Department of History

Education

Ph.D.	University of Washington: History, 1997
M.A.	University of Washington: History, 1993
B.A.	University of Oregon: Russian Studies, 1990

Academic experience

2013-present	Professor, University of Texas at Austin
2007-2013	Associate Professor, University of Texas at Austin
1997-2007	Assistant Professor, University of Texas at Austin

Research specialization

Modern Eastern Europe, urban culture, commodity exchange, gender and nationalism

Distinctions

National Council for Eurasian and East European Research grant, 2009
 UT Faculty Exchange Fellowship, Center for European Studies “Islam and Europe” program at Ecole des Hautes Etudes, 2012
 Fulbright-Hays, Group Project Abroad, “/Siberian Voices: Culture, Environment and Everyday Life in Irkutsk, Ulan-Ude, and Kyzyl,” 2012
 Fulbright-Hays, Group Projects Abroad for advanced Russian language study at the Moscow Higher School of Economics, “Moscow-Texas Connections,” 2012-2016

Languages:	Turkish, Bulgarian, French, German, Russian
Overseas experience:	Bulgaria, Turkey
Relevant courses taught:	Ancient Egypt, Daily Life in Ancient Egypt
Time dedicated to area studies:	50%
Number of courses taught:	11
Number of recent publications:	11
Dissertations/theses supervised:	33

Newman, Martha | Associate Professor, Department of Religious Studies

Education

Ph.D. Stanford University: Medieval History, 1988
 M.A. Stanford University: History, 1982
 B.A. Harvard University: History, 1980

Academic experience

2007-present Chair, Department of Religious Studies, University of Texas at Austin
 1996-present Associate Professor, University of Texas at Austin
 1988-1996 Assistant Professor, University of Texas at Austin

Research specialization

Medieval Christian monasticism, monastic miracle collections

Distinctions

Eyes of Texas Excellence Award, Spring 1996
 Dad's Association Centennial Teaching Fellowship, Fall 2003

Relevant courses taught: Judaism, Christianity and Islam
 Time dedicated to area studies: 25%
 Number of courses taught: 6
 Number of recent publications: 4
 Dissertations/theses supervised: 9

Okur, Jeannette | Lecturer, Department of Middle Eastern Studies

Education

Ph.D. Ankara University: German Language and Literature, 2007
 M.A. University of Wisconsin-Madison: German Language and Literature, 2001
 M.S. University of Tennessee-Knoxville: Curriculum & Instruction, 1997
 B.A. Middlebury College: American Literature/Creative Writing, 1992

Academic experience

2010-present Lecturer and Turkish Program Coordinator, University of Texas at Austin
 2009-2010 Lecturer, University of Houston
 2006-2007 Lecturer/Researcher, TOBB University of Economics and Technology, Ankara

Research specialization

Late Ottoman/modern Turkish literature, teaching culture, translation

Distinctions

Texas Language Center Professional Development Award, 2013, 2014; Edith M. Deuss Fellowship at the University of Wisconsin-Madison 2000; Belmont Foundation for Education Excellence in Teaching Award in Belmont, Massachusetts, 1999; Fulbright Scholar at Karl-Franzens-Universitat in Graz, Austria, 1992

Language training

2011 OPI Assessment Workshop; rated "Superior" on 2011 ACTFL Turkish OPI interview; certificate for completion of highest level Turkish Course at Gazi University in 2002

Languages: German 4, Turkish 4, French 1
 Overseas experience: Austria, Turkey
 Relevant courses taught: Adv Language Instruction (I, II), Advanced Turkish (I, II), Intensiv Grad Lang Instructn I, Intermediate Turkish (I, II), Negotiating Urbanizatr: Turkey, Turkish Across Disciplines, Women Filmmakers in Mid East
 Time dedicated to area studies: 100%
 Number of courses taught: 12
 Number of recent publications: 2
 Dissertations/theses supervised: 5

Palaima, Thomas G | Professor, Department of Classics

Education

Ph.D.	University of Uppsala: honoris causa, 1994
Ph.D.	University of Wisconsin: Classics, 1980
B.A.	Boston College: Mathematics and Classics, 1973

Academic experience

2011-present	Robert M Armstrong Centennial Professor of Classics, University of Texas
1991-2011	Raymond F. Dickson Centennial Professor, University of Texas at Austin
1998-1994	Chair, Department of Classics, University of Texas at Austin
1986-1991	Associate Professor and Director of PASP, University of Texas at Austin

Research specialization

Ancient writing systems, reconstruction of ancient culture

Distinctions

Longhorn of the Year, honorable mention, The Daily Texan, December 8, 2010
 Fulbright Professorship, Universitat Autònoma de Barcelona, 2007
 Jean Holloway Award for Excellence in Teaching, 2004

Languages:	Greek
Overseas experience:	Greece, Spain, Austria
Relevant courses taught:	Historical development of the classical world; Origins of writing
Time dedicated to area studies:	25%
Number of courses taught:	11
Number of recent publications:	6
Dissertations/theses supervised:	6

Papalexandrou, Athanasio | Associate Professor, Department of Art and Art History

Education

Ph.D.	Princeton University: Classical Art and Archaeology, 1998
M.A.	Princeton University: Art and Archaeology, 1993
B.A.	University of Athens: Archaeology and History of Art, 1988

Academic experience

2008-present	Associate Professor, University of Texas at Austin
2002-2008	Assistant Professor, University of Texas at Austin
2002	Research Fellow, Harvard University

Research specialization

Greek visual culture, Greece & the Near East, art as communication

Distinctions

UT Creative Research Award, 2012
 Fulbright Fellow, 1989-1993
 Graduate Fellowship, Princeton University, 1989-1996

Languages:	Modern Greek 5
Overseas experience:	Greece
Relevant courses taught:	Art and Archaeology of Ancient Near East
Time dedicated to area studies:	50%
Number of courses taught:	8
Number of recent publications:	6
Dissertations/theses supervised:	20

Pat-El, Na'ama | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. Harvard University: Semitic Philology, 2008
 M.A. Hebrew University: Semitic Languages, 2002
 B.A. Hebrew University: Germanic Linguistics, 2000

Academic experience

2014-present Associate Professor, University of Texas at Austin
 2008-2014 Assistant Professor, University of Texas at Austin

Research specialization

Comparative Semitic linguistics, historical linguistics, syntax

Distinctions

Humanities Research Award, 2012

Languages: Hebrew 5, Arabic, French, German
 Overseas experience: Israel (native), Sweden, Norway
 Relevant courses taught: Bible In Hebrew (II, III, IV), Biblical Prophecy, Comparative Semitic Grammar, Gateway to the Middle East, Intro to the Hebrew Bible, Intro To The Old Testament, Syriac, Writing, Scripts, and Literacy
 Time dedicated to area studies: 100%
 Number of courses taught: 10
 Number of recent publications: 26
 Dissertations/theses supervised: 10

Pedahzur, Ami | Professor, Department of Government

Education

Ph.D. University of Haifa: Political Science, 1999
 M.A. University of Haifa: Political Science, 1996
 B.A. University of Haifa: Political Science, 1994

Academic experience

2009-present Professor, University of Texas at Austin
 2005-2009 Associate Professor, University of Texas at Austin
 2002-2005 Senior Lecturer with tenure, University of Haifa

Research specialization

Terrorism, political extremism, Israeli politics, comparative politics

Distinctions

Raymond Dickson Centennial Endowed Teaching Fellowship, University of Texas at Austin, 2009
 Outstanding Supervisor for a Master's Thesis-University of Haifa, 2004

Languages: Hebrew 5, Arabic 2, Aramaic 1
 Overseas experience: Israel (native)
 Relevant courses taught: Suicide terrorism
 Time dedicated to area studies: 100%
 Number of courses taught: 6
 Number of recent publications: 12
 Dissertations/theses supervised: 9

Peers, Glenn | Professor, Department of Art and Art History

Education

Ph.D. Johns Hopkins University: History of Art, 1995
 M.A. McGill University: Art History, 1986
 B.A. Acadia University: Classics, 1984

Academic experience

2009-present Professor, University of Texas at Austin
 2004-2009 Associate Professor, University of Texas at Austin
 1998-2004 Assistant Professor, University of Texas at Austin

Research specialization

Byzantine art and architecture

Distinctions

Elizabeth A. Whitehead Professor, American School of Classical Studies at Athens, Greece, 2011
 Member, Institute of Advanced Study, Princeton, 2007
 University Cooperative Society Subvention Award (for the publication of *Sacred Shock: Framing Visual Experience in Byzantium*), 2003

Languages: French 3, German 3, Greek 3, Turkish 2, Latin 4, Italian 3, Arabic 1, Syriac 1
 Overseas experience: Italy, Greece, Turkey
 Relevant courses taught: Art and Arch of Late Antiquity, Art of the Crusades
 Time dedicated to area studies: 100%
 Number of courses taught: 10
 Number of recent publications: 7
 Dissertations/theses supervised: 3

Raizen, Esther | Associate Professor, Department of Middle Eastern Studies

Education

Ph.D. University of Texas at Austin: Foreign Language Education, 1987
 M.A. Tel Aviv University: Jewish History, 1982
 B.A. Tel Aviv University: Jewish History and Hebrew Literature, 1977

Academic experience

2009-present Associate Dean, College of Liberal Arts, University of Texas at Austin
 2006-2010 Chair, Department of Middle Eastern Studies, University of Texas at Austin
 2003-present Associate Professor, University of Texas at Austin
 1997-2002 Assistant Professor, University of Texas at Austin

Research specialization

Jewish history and culture, teaching Hebrew as a foreign language, computer assisted instruction, computational linguistics

Distinctions

Liberal Arts Council Teaching Award, 1996, 2000
 Eyes of Texas Excellence Award, 1994
 Texas Excellence Teaching Award, 1993

Languages: Hebrew 5, Yiddish 3, Aramaic 3, French 3, German 3
 Overseas experience: Israel (native)
 Relevant courses taught: Intensive Hebrew I, Prof Devel In Mid East Langs
 Time dedicated to area studies: 100%
 Number of courses taught: 3
 Number of recent publications: 9
 Dissertations/theses supervised: 8

Schmandt-Besserat, Denise | Professor Emeritus, Department of Art and Art History

Education

Diplome	Ecole du Louvre: Art History, 1964
B.A.	Paris University: Art and Art History, 1953

Academic experience

1981-present	Associate Professor, University of Texas at Austin
1972-2011	Assistant Professor, University of Texas at Austin
1976-1979	Assistant Director, Center for Middle Eastern Studies, University of Texas at Austin

Research specialization

Art and archaeology of the ancient Near East

Distinctions

Hamilton Book Award for When Writing Met Art, 2008
 Dr. h.c. Kenyon College, Gambier, Ohio, 2008
 Malone Fellowship for a Study Visit to the Sultanate of Oman, 2005
 The Walter J. Ong Award for Career Achievement in Scholarship, The Media Ecology Association, 2004

Languages:	French 5, German 3, English 4
Overseas experience:	Jordan, Yemen, Saudi Arabia, Israel, Syria, Soviet Central Asia
Time dedicated to area studies:	100%
Number of courses taught:	N/A
Number of recent publications:	1

Seeman, Sonia | Associate Professor, Butler School of Music

Education

Ph.D.	University of California-Los Angeles: Musicology and Ethnomusicology, 2002
M.A.	University of Washington: Ethnomusicology, 1990
B.A.	University of Michigan: Music History and Musicology, 1980

Academic experience

2006-present	Assistant Professor, University of Texas at Austin
2004-2006	Lecturer, University of California-Santa Barbara
2005	Lecturer, University of California-Los Angeles

Distinctions

Butler School of Music Teaching Excellence Award, 2011
 College of Fine Arts Summer Research Grant, UT, 2010
 Special Research Grant, UT, 2009

Languages:	Turkish 4, Macedonian 2, French 2, Bosnian-Croatian-Serbian 1, Bulgarian 1
Specializations:	Music of modern Turkey, the Ottoman Empire, Roma communities
Overseas experience:	Macedonia, Southeastern Europe, Turkey
Relevant courses taught:	Intro to Music of Middle East, Middle Eastern Ensemble
Time dedicated to area studies:	100%
Number of courses taught:	13
Number of recent publications:	2
Dissertations/theses supervised:	21

Shahsavari, Anousha | Lecturer, Department of Middle Eastern Studies

Education

M.A.	University of Maryland: Second Language Acquisition and Application, 2009
M.A.	Shiraz University: Applied Linguistics: Teaching Persian to Speakers of Other Languages, 2005
B.A.	Shiraz Azad University: English Translation, 1998

Academic experience

2014-present	Lecturer, University of Texas at Austin
Summer 2013	Instructor, University of Maryland at College Park
2011-2012	Persian Instructor, Qatar International Academy for Security Studies
2008-2011	Lecturer, University of Texas at Austin

Research specialization

Persian language

Distinctions

PARSA CF Award (\$141,000 grant), 2010
Professional Development Award, University of Texas At Austin, 2010

Languages:	Persian 5, Arabic 4
Overseas experience:	Iran, Toronto
Relevant courses taught:	Adv Pers Thru Short Stories, Media Persian, Readings: Modern Persian Lit, Intensive Persian (I, II), Intensv Prs For Heritage Spkr, Intermediate Persian I
Time dedicated to area studies:	100%
Number of courses taught:	7
Number of recent publications:	3

Shingavi, Snehal | Assistant Professor, Department of English, South Asia Institute

Education

Ph.D.	University of California, Berkeley: English, 2009
B.A.	Trinity University: English, 1997
B.A.	Trinity University: Economics, 1997

Academic experience

2009-present	Assistant Professor, University of Texas at Austin
2008-2009	Visiting instructor, University of Mary Washington
2008	Instructor, Notre Dame de Namur University

Research specialization

South Asian literature in English and Hindi/Urdu, Literature in Translation/Translation Theory, Theories of “the nation”

Distinctions

Friar Centennial Teaching Fellowship Semi-Finalist, 2015
Trailblazer of the Year, Indian American Coalition of Texas, 2015

Languages:	Urdu 5, Hindi 5
Relevant courses taught:	Literature of Islamophobia
Number of courses taught:	13
Number of recent publications:	12
Dissertations/theses supervised:	15

Shirazi, Faegheh | Professor, Department of Middle Eastern Studies*Education*

Ph.D. Ohio State University: Textile and Clothing, 1985
 M.S. Kansas State University: Textile Science, 1976
 B.A. University of Houston: Interior Design, 1975

Academic experience

2010-present Professor, University of Texas at Austin
 2002-2010 Associate Professor, University of Texas at Austin
 1996-2002 Assistant Professor, University of Texas at Austin

Research specialization

Women and gender in the Islamic world, textiles and Islamic art

Distinctions

Commodification of Islam: Must Dolls Wear the Hijab? Project Selected by UT for the Carnegie Corporation's Scholars Program, 2008
 The Humanities Institute Faculty Associate. College of Liberal Arts, UT, 2005

Languages: Persian 5, Dari 1, Arabic 2
 Overseas experience: Iran (native), Morocco, Egypt
 Relevant courses taught: Gend/Cloth/Ident in Muslim Soc, Gender And Art In Muslim World, Graf/Pstr Art: Islam World, Intensv Grad Lang Instructn (I, II), Muslim Women In Politics, Rdngs In Contemp Prs Pol Wrtnng, Sacred and Ceremonl Textiles, Sex/Sexuality Muslim World, Veiling In the Muslim World, Women In Scripture
 Time dedicated to area studies: 100%
 Number of courses taught: 12
 Number of recent publications: 15
 Dissertations/theses supervised: 14

Slick, Stephen | Clinical Professor, Lyndon B. Johnson School of Public Affairs and Director, Intelligence Studies Project*Education*

M.P.P. Princeton University: Public Policy, 2001
 J.D. University of California, Los Angeles: Law, 1983
 B.A. Pennsylvania State University: Political Science, 1980

Academic experience

2009-2013 Chief of Station and Director, National Intelligence in the Middle East
 2005-2009 Special Assistant to the President and National Security Council Director, Intelligence Programs and Reform
 2004-2005 Director for Intelligence Programs, National Security Council
 2001-2004 Executive Assistant to the Deputy Director of Central Intelligence
 1998-2000 Chief of Station in Central Europe
 1996-1998 Senior Intelligence Training Assignment
 1986-1996 CIA Operations Officer and Operations Manager
 1983-1986 Litigation Attorney, Rawle and Henderson, Philadelphia,

Research specialization

National security, National Intelligence

Distinctions

CIA Medal of Merit, CIA Commendation Medal, and the National Intelligence Superior Service Medal

Relevant courses taught: Social Justice/Sec Policy, Intelligence/Nat'l Security Policy
 Time dedicated to area studies: 25%
 Number of courses taught: 5
 Number of recent publications: 1

Smith, Geoffrey | Lecturer, Department of Religious Studies*Education*

Ph.D.	Princeton University: Religions of Mediterranean Antiquity, 2013
M.T.S.	Harvard Divinity School: Early Christianity, 2008
B.A.	Biola University: Biblical Studies, 2005

Academic experience

2013-present	Lecturer, University of Texas at Austin
June 2013	Adjunct Faculty, Andover Newton Theological School
August 2013	Adjunct Faculty, Boston University School of Theology

Research specialization

Ancient Near East, early Christianity, Hebrew Bible, New Testament

Languages:	French (reading), German (reading), Ancient Greek, Latin, Coptic, Ancient Hebrew
Overseas experience:	England
Relevant courses taught:	Angel/Demon/Magic Early Cen, Coptic, Gnosticism, Hermits/Monks/Sts Early Christ, Judaism, Christianity, and Islam
Time dedicated to area studies:	25%
Number of courses taught:	10
Number of recent publications:	5
Dissertations/theses supervised:	5

Spellberg, Denise | Associate Professor, Department of History*Education*

Ph.D.	Columbia University: History, 1989
M.A.	Columbia University: History, 1983
B.A.	Smith College: History, 1980

Academic experience

1996-present	Associate Professor, University of Texas at Austin
1990-1996	Assistant Professor, University of Texas at Austin
1995-1996	Associate Director, Medieval Studies Program, University of Texas at Austin

Research specialization

Middle East (general), Spain, Islam in the West

Distinctions

Fellow, Institute for Historical Studies, 2013
 Nominated for the Academy of Distinguished Teachers, 2013
 Awarded *Dost* Book Prize by the Turkish Women's Cultural Association, 2009

Languages:	Arabic 3, French 3, Spanish 3, Turkish 2
Overseas experience:	Turkey, Ireland, Britain, Egypt
Relevant courses taught:	Core Readings In Islamic Stds, History of Islam in the Us, Intro M East: Rel/Cul/Hist Fnd, Islam In Europe And America, Islamic Historiography, Islamic Spain/N Afr to 1492
Time dedicated to area studies:	100%
Number of courses taught:	8
Number of recent publications:	5
Dissertations/theses supervised:	12

Suri, Jeremi | Professor, History and Mack Brown Distinguished Chair for Leadership in Global Studies, Public Affairs

Education

Ph.D. Yale University: History, 2001
 M.A. Ohio University: History, 1996
 B.A. (honors) Stanford University: History, 1994

Academic experience

2011-present Professor, University of Texas at Austin
 2009-2011 E. Gordon Fox Professor of History, University of Wisconsin-Madison
 2007-2009 Professor, University of Wisconsin

Research specialization

Formation of nation-states & modern international relations, connections between foreign policy & domestic politics

Distinctions

“Most Engaging Teacher”, Lyndon B. Johnson School of Public Affairs, 2013
 Chosen by Princeton Review as one of the “best” three hundred professors in the United States, 2012

Languages: French 4, German 3, Russian 3
 Time dedicated to area studies: 50%
 Relevant courses taught: Strat/Decisn-Makg In Glob Pol
 Number of courses taught: 14
 Number of recent publications: 13
 Dissertations/theses supervised: 55

Talbot, Cynthia | Associate Professor, Department of History

Education

Ph.D. University of Wisconsin-Madison: History, 1988
 M.A. University of Michigan: South Asian Studies, 1980
 B.A. University of Michigan: Asian Studies, 1975

Academic experience

2001-present Associate Professor, University of Texas at Austin
 1995-2001 Assistant Professor, University of Texas at Austin
 1989-1995 Assistant Professor, Northern Arizona University

Research specialization

Social and cultural history of medieval/early modern India (ca. 1000-1750); historiography / historical memories, Hindu-Muslim relations

Distinctions

National Endowment for the Humanities Fellowship, 2008-2009
 Institute for Advanced Study (Princeton) Membership, 2007-2008
 John Simon Guggenheim Memorial Foundation Fellowship, 2007-2008

Overseas experience: India
 Languages: Hindi, Urdu, Tamil, Malayalam
 Relevant courses taught: Mughal India and other courses on South Asia to 1750
 Time dedicated to area studies: 25%
 Number of courses taught: 7
 Number of recent publications: 8
 Dissertations/theses supervised: 12

Weinreb, Alexander A | Associate Professor, Department of Sociology

Education

Ph.D. University of Pennsylvania: Demography and Sociology, 2000
 B.A. University of Durham: Philosophy and Politics, 1991

Academic experience

2009-present Associate Professor, University of Texas at Austin
 2004-2009 Lecturer, Hebrew University
 2003-2004 Visiting Scholar, Hebrew University

Research specialization

Relationship between group-level identities & social/demographic outcomes, global religious change over time, sociology of Judaism

Distinctions

2004-2007 "Milgat Alon" (Alon Prize), Israeli Ministry of Education
 2000-2002 NICHD Postdoctoral Fellowship in Demography, NORC/U. Chicago

Languages: English 5, Hebrew 4, Spanish 2
 Overseas experience: Israel, Dominican Republic, Malawi, Kenya
 Relevant courses taught: Anti-Semitism; Multicultural Israel; Sociology of Africa
 Time dedicated to area studies: 50%
 Number of courses taught: 7
 Number of recent publications: 16
 Dissertations/theses supervised: 9

Weinreb, Amelia | Lecturer, Department of Anthropology

Education

Ph.D. University of Pennsylvania: Cultural Anthropology, 2007
 B.A. Earlham College: Sociology and Anthropology, 1995

Academic experience

2009-present Lecturer, University of Texas at Austin
 2007-2009 Postdoctoral Research Fellow, Ben-Gurion University
 1999 Instructor, University of Pennsylvania

Research specialization

Cuba's middle class, Jewish Latin America

Distinctions

Andrew W. Mellon Foundation Award for Field Research, University of Pennsylvania, 2002

Languages: English 5, Spanish 4, Hebrew 3
 Overseas experience: Israel, Cuba, Costa Rica, Malawi
 Relevant courses taught: Israel: Space/Place/Landscape, Multicultural Israel
 Time dedicated to area studies: 100%
 Number of courses taught: 4
 Number of recent publications: 4
 Dissertations/theses supervised: 1

White, L Michael | Professor, Department of Classics

Education

Ph.D.	Yale University, 1982
M.A.	Yale University, 1977
M.A.	Abilene Christian University, 1973
B.A.	Abilene Christian University, 1971

Academic experience

2001-present	Director, Institute for the Study of Antiquity and Christian Origins, University of Texas
1996-present	Professor of Religious Studies, University of Texas at Austin

Research specialization

Greco-Roman religions, formative Judaism, Christian origins, archaeology and social history

Time dedicated to area studies:	50%
Number of courses taught:	7
Number of recent publications:	2
Dissertations/theses supervised:	22

Wilkins, Karin G | Professor, Department of Radio-Television-Film

Education

Ph.D.	University of Pennsylvania: Communication, 1991
M.A.	University of Pennsylvania: Communication, 1987
B.A.	Bucknell University: Interdisciplinary Studies, 1984

Academic experience

2017-present	Associate Dean, Faculty Advancement and Strategic Initiatives
2016-present	Director, Communication and Leadership Degree
2015-present	John P. McGovern Regents Professorship in Health and Medical Science Communication, Endowed Professorship
2015-2019	Editor-in-Chief, <i>Communication Theory</i>
2014-2016	Director, Center for Middle Eastern Studies, University of Texas at Austin
2010-2015	Chair, Global Studies Bridging Disciplines Program
2009-present	Professor, University of Texas at Austin
2009-14	Associate Director, Center for Middle Eastern Studies, University of Texas
2000-09	Associate Professor, University of Texas at Austin
1995-00	Assistant Professor, University of Texas at Austin

Research specialization

Middle East, media, development and communication, new media

Distinctions

Dean's Fellowship, University of Texas at Austin, 2009
International Communication Association, Development Communication Top Paper Award, 2006
College of Communication Teaching Excellence Award, UT, 2005

Languages:	Arabic 2, French 2, Japanese 1, Cantonese 1
Overseas experience:	Egypt, Hong Kong, Japan, Scotland
Relevant courses taught:	Dev Comm And Social Change, Media and the Middle East
Time dedicated to area studies:	100%
Number of courses taught:	6
Number of recent publications:	24
Dissertations/theses supervised:	32

Wolitz, Seth | Professor Emeritus, Department of French and Italian and Department of Slavic Languages

Education

Ph.D. Yale University: French and Romance Languages, 1965
 B.A. University of Chicago, 1958

Academic experience

2011-present Professor Emeritus, University of Texas at Austin
 1980-2011 Professor, University of Texas at Austin
 1978-1980 Professor, University of Texas at San Antonio
 1975-1977 Associate Professor, University of Texas at Austin

Research specialization

Twentieth-century Jewish and European literature, modern Yiddish literature in European context

Distinctions

Award for creative contribution to Innovative Instructional Technology, UT, 2000
 Dean's Fellow, UT, Spring 2001
 Elected Honorary Senior Fellow at University College, London for academic year Fall 2000-Fall 2001

Languages: French, Hebrew, Yiddish
 Overseas experience: France
 Time dedicated to area studies: 25%
 Number of courses taught: N/A
 Dissertations/theses supervised: 2

Zilkha, Abraham | Associate Professor Emeritus, Department of Middle Eastern Studies

Education

Ph.D. Hebrew University: Linguistics, 1971
 Certificate Hebrew University: Semitics and Arabic, 1965
 B.A. Hebrew University: Hebrew, Arabic, and Middle Eastern Studies, 1963

Academic experience

2009-present Associate Professor Emeritus, University of Texas at Austin
 1990-2009 Associate Professor, University of Texas at Austin
 1974-1990 Assistant Professor, University of Texas at Austin
 1973-1974 Assistant Professor, Ohio State University

Research specialization

Israel, Jewish studies, Hebrew language

Languages: Arabic 5, Hebrew 5
 Overseas experience: Israel
 Relevant courses taught: Hebrew language and literature; Politics of Israel; Modern Israel
 Time dedicated to area studies: 100%
 Number of courses taught: N/A
 Dissertations/theses supervised: 1

MES Administrative Personnel

Afrasiabi, Dena | Publications Editor

Education

Ph.D.	University of Texas at Austin: Middle Eastern Languages and Cultures, 2016
M.F.A.	Rutgers-Newark University: Creative Writing, 2010
B.A.	University of California, Los Angeles: English, 2005

Professional experience

2017-present	Publications Editor, Center for Middle Eastern Studies, University of Texas at Austin
2012-2017	Co-Founding Editor, Elsewhere Lit
2010-2016	Teaching Assistant, Department of Middle Eastern Studies, University of Texas at Austin

Regional experience

Iran, Lebanon, Turkey

Distinctions

National Endowment for the Arts Literature Fellow, 2018

Ahmed, Amber | Undergraduate Program Coordinator

Education

B.A.	University of Texas at Austin: Islamic Studies, 2015
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Professional experience

2017-present	Undergraduate Program Coordinator, University of Texas at Austin
2016-2017	Assistant Academic Advisor, School of Undergraduate Studies, University of Texas at Austin
2015-2016	College Readiness Advocate, Austin Partners in Education, Austin Independent School District

Aslan, Kathryn | Outreach Director

Education

M.A.	University of Texas at Austin (in progress)
M.S.W.	Loyola University Chicago, 2007
B.A.	Michigan State University: German, 1998

Professional experience

2016-present	Outreach Director, Middle Eastern Studies, University of Texas at Austin
2012-2016	Undergraduate Program Coordinator, University of Texas at Austin
2011-12	Academic Advisor, School of Nursing, University of Texas at Austin
2007-11	Advisor in the College, College of Arts and Sciences, University of Chicago

Regional experience

Turkey, Egypt, Iran, Morocco

Beachum, Denise | Administrative Manager (NRC Coordinator)

Education

B.A.	Washington State University: English, 1999
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Professional experience

2014-present	Administrative Manager, Department of and Center for Middle Eastern Studies, University of Texas at Austin
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2012-2014	Assistant Department Manager, Middle Eastern Studies, University of Texas at Austin
2011-2012	Events Coordinator, Middle Eastern Studies, University of Texas at Austin
2007-2011	Principal Assistant of Academic Affairs, Washington State University-Vancouver
2006-2007	Program Coordinator, Office of Undergraduate Education, Washington State University-Vancouver

Distinctions

College of Liberal Arts Staff Excellence Award, 2013

Elamir, Norah | Administrative Associate, Arabic Flagship Program

Education

M.A.	University of Texas at Austin: Middle Eastern Studies, 2016
B.A.	Texas A&M University: International Studies, 2014

Professional experience

2017-present	Administrative Associate, Arabic Flagship Program, University of Texas at Austin
2015-2016	Teaching Assistant, Department of Philosophy and Department of History, University of Texas at Austin

Regional experience

Egypt, Morocco, Oman

Ford, Cameron | Assistant Director, Arabic Flagship Program

Education

B.A.	University of Texas at Austin, 2014
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Professional experience

2017-present	Assistant Director, Arabic Flagship Program, University of Texas at Austin
2015-2017	Program Officer and Outreach Coordinator, Arabic Flagship Program
2014-2015	Resource Development, 7amleh: The Arab Centre for the Advancement of Social Media

Regional experience

Israel, Palestine, Morocco, Jordan

Parisi, Lisa | Graduate Program Coordinator (FLAS Coordinator)

Education

M.A.	University of Michigan: History, 2012
B.A.	Arizona State University: History, 2010
B.F.A.	Arizona State University: Photography, 2010

Professional experience

2017-present	Graduate Program Coordinator, Middle Eastern Studies, University of Texas at Austin
2016-2017	Assistant Coordinator, College of Liberal Arts, University of Texas at Austin
2016-2017	Scholastic Coach, College of Natural Sciences, University of Texas at Austin

Strohmeier, Samantha | Events Coordinator

Education

B.A.	University of Texas at Austin: Anthropology, 2016
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Professional experience

2016-present	Events Coordinator, Middle Eastern Studies, University of Texas at Austin
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2013-16 Student Administrative Associate, Middle Eastern Studies, University of Texas at Austin

Tway, Maria | Assistant Department Manager

Education

M.A. Florida State University: Anthropology 2004
 B.A. Michigan State University: Spanish, 2006
 B.A. Michigan State University: Anthropology, 2003

Professional experience

2014-present Assistant Department Manager, Middle Eastern Studies, University of Texas at Austin
 2012-14 Senior Administrative Associate, Dept. of Philosophy, University of Texas at Austin
 2009-12 Senior Administrative Associate, School of Music, University of Texas at Austin
 2005-09 Administrative Associate, Dept. of Government, University of Texas at Austin
 2004-05 Administrative Assistant, Dept. of Government, University of Texas at Austin

Distinctions

College of Liberal Arts Staff Excellence Award, 2008

Position Descriptions

Visiting Lecturer

One- to three-year full-time teaching position on "Jews in Islamicate Lands," starting in year two. CMES, the Schusterman Center for Jewish Studies, and the Islamic Studies Initiative will each pay one third of the annual salary (\$50,000/year).

Online Persian Instructor

Instructor will teach PRS:329, online Persian, at the advanced level. This course helps students at the advanced level maintain their language skills as well as improve the skills of students at the intermediate-high level.

Global Studies Graduate Research Assistant

Working with multiple UT NRC applicants, this project position will place a diverse set of unique content on the Internet, establish a methodology for moving international digital resources forward at UT, and leverage deep partnerships between librarians and faculty to design and deliver instruction and outreach on digital methodologies. Each UT NRC will contribute \$3,342 per year.

Area Studies Instructor

Area Studies Instructor will teach a 3-credit Middle Eastern Studies course once per year at Huston-Tillotson University.

Outreach Media Intern

The Outreach Media Intern will create new outreach media materials such as short videos and social media visuals by using graphic design software such as AdobeSpark and iMovie. These materials will help entice K-12 educators and the general public to take advantage of our many outreach resources. The intern will help create short, easily consumable video clips about various aspects of the Middle East as a way to help educate the general public. The video series will be housed on the MES YouTube channel and linked to the MES web site. The intern(s) will work 15 hours per week at \$15 per hour over two semesters.

ACC Interdisciplinary Studies Academic Coordinator

This position will help support and promote the Interdisciplinary Studies program at Austin Community College.

Appendix 2: Course List

Asian Studies.....	1
Anthropology.....	1
Art and Art History.....	1
Business.....	2
Classics.....	2
Communication.....	2
Core Texts and Ideas.....	2
English.....	2
Educational Psychology.....	3
Government.....	3
History.....	4
Islamic Studies.....	5
Jewish Studies.....	6
Liberal Arts.....	6
Linguistics.....	6
Middle Eastern Studies.....	6
Middle Eastern Languages and Cultures	7
Music.....	9
Public Affairs.....	10
Religious Studies.....	10
Rhetoric.....	11
Slavic and Eurasian Studies.....	11
Sociology.....	11
Spanish and Portuguese.....	12
Undergraduate Studies.....	12
Languages Across Curriculum.....	13

Appendix 2: Course List

Title	Crosslisted	ME Content	Instructor(s)	Credits	16-17	17-18	18-19
Asian Studies							
Graduate							
INDO-PERSIAN TEXTS/CULTURES	---	25%	HYDER, S	3	---	Y	---
Anthropology							
Undergraduate - Lower Division							
MUSLIMS IN EUROPE	Yes	50%	MERABET, S	3	19	---	---
CULTURAL ANTHROPOLOGY	---	25%	MERABET, S	3	88	Y	---
Undergraduate - Upper Division							
QUEER ETHNOGRAPHIES	---	25%	MERABET, S	3	9	---	Y
Graduate							
CITIES AND CITIZENSHIP	---	25%	ALI, K	3	9	---	---
INTRO TO GRAD SOCIAL ANTHRO	---	25%	MERABET, S	3	9	---	Y
NARRATIVES OF SPACE	---	25%	MERABET, S	3	9	---	---
Art and Art History							
Undergraduate - Lower Division							
SURV ANCIENT THRU MEDIEVAL ART	---	25%	VARIOUS	3	223	Y	Y
INTRODUCTION TO VISUAL ARTS	---	25%	PEERS, G	3	75	---	---
ICONOCLASM AND IDOLATRY	---	25%	PEERS, G	3	15	Y	---
Undergraduate - Upper Division							
ARTS OF ISLAM, 650-1500	Yes	100%	MULDER, S	3	---	---	Y
ART AND ARCH OF LATE ANTIQUITY	Yes	33%	PEERS, G	3	20	Y	---
BYZANTINE ART	Yes	50%	PEERS, G	3	23	---	---
MID EAST HIST IN 100 OBJECTS	Yes	100%	MULDER, S	3	---	---	Y
ART/ARCHEO GREEK SANCTUARIES	---	25%	PAPALEXAND	3	13	---	---
PARTHENON THROUGH THE AGES	---	25%	PAPALEXAND	3	---	Y	Y
MYTH/IMAGE GREE/ROMAN/MEDITER	---	25%	PAPALEXAND	3	---	---	Y
DEBATING THE PARTHENON	---	25%	PAPALEXAND	3	---	---	Y
Graduate							
ISLAMIC ORNAMENT	Yes	100%	MULDER, S	3	---	---	Y
THE ISLAMIC CITY	Yes	50%	MULDER, S	3	13	---	---

Appendix 2: Course List

SUPV TEACHING IN ART HISTORY	---	25%	MULDER, S	5	---	---	---
PROBLEMS IN GREE/ROMAN ART	---	25%	PAPALEXAND	3	---	Y	Y
Business					16-17	17-18	18-19
Undergraduate - Upper Division							
GLOBAL MARKETING	Yes	33%	GILLESPIE, K	3	51	Y	Y
FOUNDATIONS OF INTERNATL BUSN	---	25%	GILLESPIE, K	3	193	Y	---
Graduate							
INVISIBLE GLOBAL MARKETING	Yes	33%	MAHAJAN, V	3	32	Y	Y
EMERGING MARKETS	---	25%	GILLESPIE, K	3	25	Y	Y
INTERNATL OPERATIONS AND MGMT	---	25%	GILLESPIE, K	3	11	---	Y
Classics					16-17	17-18	18-19
Undergraduate - Lower Division							
INTRO TO ANCIENT EGYPT	Yes	100%	NETHERCUT,	3	82	Y	Y
INTRO TO CLASSICAL MYTHOLOGY	---	25%	NETHERCUT,	2	166	---	---
Undergraduate - Upper Division							
DAILY LIFE IN ANCIENT EGYPT	Yes	100%	NETHERCUT,	3	---	Y	Y
ANCIENT EGYPT	Yes	100%	NETHERCUT,	3	9	Y	---
EGYPT HIEROGLYPHICS CUL CTX	---	25%	NETHERCUT,	3	19	Y	Y
ARCHAIC/CLASSICAL GREECE	---	25%	PALAIMA, T	3	35	---	---
MYTHS OF WAR AND VIOLENCE	---	25%	PALAIMA, T	3	---	---	Y
Communication					16-17	17-18	18-19
Graduate							
MEDIA AND THE MIDDLE EAST	Yes	100%	WILKINS, K	3	---	---	Y
RESEARCH METHODS	---	25%	WILKINS, K	3	---	Y	Y
Core Texts and Ideas					16-17	17-18	18-19
Undergraduate - Upper Division							
CLASSICS OF POL THRY IN ISLAM	Yes	50%	PANGLE, T	3	---	---	Y
English					16-17	17-18	18-19
Undergraduate - Upper Division							
ENVISN MUSLIM:MID AGE/TODAY	Yes	50%	HENG, G	3	18	---	---
LIT OF MIDDLE AGES IN TRANSLTN	---	25%	HENG, G	3	18	---	---

Appendix 2: Course List

IMAGINING WORLD, 500-1500 CE	---	25%	HENG, G	3	20	---	---
MONG/NOM/MUSL IN EURO MID AGE	---	25%	HENG, G	3	12	---	---
BANNED BOOKS AND NOVEL IDEAS	---	25%	SHINGAVI, S	3	---	---	Y
ASIAN AMERICAN LIT & CULTURE	---	25%	SHINGAVI, S	3	---	---	Y
MASTERWORKS OF WORLD LIT	---	25%	SHINGAVI, S	3	---	---	Y
Graduate							
APPROACHES TO DISCUPLNRY INQUIS	---	25%	SHINGAVI, S	3	20	---	---
Educational Psychology							
Undergraduate - Lower Division							
INTERGROUP DIALOGUE	---	25%	AWAD, G	3	24	---	---
Undergraduate - Upper Division							
PSYCHOLOGY OF RACE & RACISM	---	25%	AWAD, G	3	53	Y	Y
PSYCHOLOGY OF WOMEN	---	25%	AWAD, G	3	46	Y	---
Graduate							
PSYCHOLOGY OF WOMEN & GENDER	---	25%	AWAD, G	3	8	Y	---
PSY RACE/PREJUDC/STEREOTYPE	---	25%	AWAD, G	3	17	Y	---
SOCIAL PSYCOLOGY	---	25%	AWAD, G	3	26	Y	---
HMN DEV/CUL/LRN SCI COLLOQ	---	25%	AWAD, G	1	---	Y	Y
Government					16-17	17-18	18-19
Undergraduate - Lower Division							
ISSUES & POLICIES IN AMER GOV	---	25%	VARIOUS	3	386	Y	Y
HUMAN RIGHTS: THEORIES/PRACS	---	25%	BROWNLEE,	3	---	---	Y
Undergraduate - Upper Division							
AUTHORITARIANISM	Yes	75%	BROWNLEE,	3	29	---	---
ETHICS OF FOREIGN INTERVENTION	---	25%	BROWER, B	3	---	---	Y
GLOBAL ECOL SPEC OP FORCES	---	25%	PEDAHZUR, /	3	22	---	---
RESEARCH METHODS IN GOVERNMENT	---	25%	PEDAHZUR, /	3	30	---	Y
SUICIDE TERRORISM	---	25%	PEDAHZUR, /	3	---	Y	Y
Graduate							
MILITARY IN POLITICS	Yes	33%	BARANY, Z	3	---	Y	---
MODERN MONARCHY	Yes	33%	BARANY, Z	3	7	---	Y

Appendix 2: Course List

AUTHORITARIANISM	Yes	50%	BROWNLEE,	3	11	---	---
THE POLITICS OF CAPITAL	Yes	33%	BROWNLEE,	3	---	Y	---
History					16-17	17-18	18-19
Undergraduate - Lower Division							
INTRO MODERN NORTH AFRICA	Yes	75%	BROWER, B	3	---	---	Y
WESTERN CIV IN MODERN TIMES	---	25%	BROWER, B	3	53	---	---
MODERN WORLD	---	25%	MATYSIK, T	3	72	---	---
A HISTORY OF THE SELF	---	25%	MATYSIK, T	3	---	Y	Y
GLOBALIZATION: A MODERN HIS	---	25%	MATYSIK, T	3	---	---	Y
INTRO RUS/E EUR/EURASN STDS	---	25%	NEUBURGER	3	59	---	---
WEST CIV IN MEDVL TIMES-PL II	---	25%	NEWMAN, N	3	14	---	---
THE UNITED STATES SINCE 1865	---	25%	SURI, J	3	286	Y	---
Undergraduate - Upper Division							
FRENCH EMP: THE WEST/ISLAM	Yes	75%	BROWER, B	3	---	Y	---
MODERN EGYPT: A HISTORY	Yes	100%	DI-CAPUA, Y	3	64	---	Y
HISTORY OF ISLAM IN THE US	Yes	100%	SPELLBERG, I	3	25	---	---
VIOLENCE AND VISUAL CULTURE	---	25%	BROWER, B	3	---	---	Y
BRITISH HIST/LIT/POLITICS	---	25%	LOUIS, W	3	10	Y	Y
DECOLONIZATN OF BRIT EMPIRE	---	25%	LOUIS, W	3	13	Y	Y
SACRED/SEC IN MOD EURO THOUGHT	---	25%	MATYSIK, T	3	---	Y	---
THE CRUSADES	---	25%	NEWMAN, N	3	---	Y	---
TWELFTH-CENT RENAISS: 1050-1200	---	25%	NEWMAN, N	3	---	---	Y
CAPSTONE IN HISTORY	---	25%	TALBOT, C	3	---	---	Y
PRECOLONIAL INDIA, 1200-1750	---	25%	TALBOT, C	3	---	---	Y
Graduate							
BRITISH HIST, LIT, & POLITICS	Yes	50%	LOUIS, W	3	9	Y	Y
CULTURAL DEFEATS	Yes	50%	BROWER, B	3	13	---	Y
EURPN IMPERLISM: MOD MID EAST	Yes	50%	LOUIS, W	3	11	Y	Y
ISLAM IN EUROPE AND AMERICA	Yes	100%	SPELLBERG, I	3	---	Y	---
POSTCOLONIALISM: HIST AS THRY	Yes	33%	CHATTERJEE,	3	---	Y	---
INTRO TO HISTORICAL INQUIRY	---	25%	BROWER, B	3	18	Y	---

Appendix 2: Course List

POST COLONIAL EUROPE	---	25%	BROWER, B	3	---	---	Y
HISTORY AND CRITICAL THEORY	---	25%	MATYSIK, T	3	---	Y	---
SMNR RUS/E EUR/ EURASN CIV/CUL	---	25%	NEUBURGER	3	6	---	Y
SEMINAR IN HISTORIOGRAPHY	---	25%	SPELLBERG, I	3	16	Y	Y
EARLY MODERN INDIA & INDIAN OC	---	25%	TALBOT, C	3	---	---	Y
FORGN POLCY/STRTRY/DECSN-MKNG	---	25%	SURI, J	3	13	Y	Y
REINVENTNG DIPLOMACY	---	25%	SURI, J	3	14	---	---
RADINGS IN US FOREIGN RELATNS	---	25%	SURI, J	3	9	---	---
GLOBAL CHALLNG: HIST/POLICY	---	25%	SURI, J	3	---	Y	Y
GATEWAY TO EXEC LEADERSHIP	---	25%	SURI, J	2	---	---	Y
RESEARCH CAPSTONE	---	25%	SURI, J	3	---	---	Y
Islamic Studies					16-17	17-18	18-19
Undergraduate - Lower Division							
INTRODUCTION TO ISLAM	Yes	100%	VARIOUS	3	66	Y	Y
JUDAISM, CHRISTIANITY, ISLAM	Yes	50%	VARIOUS	3	81	Y	Y
Undergraduate - Upper Division							
ISLAMIC ETHICS	Yes	100%	AYOUB, S	3	23	Y	---
ISLAM AND POLITICS	Yes	100%	AYOUB, S	3	---	Y	Y
THE QUR'AN	Yes	100%	AZAM, H	3	---	Y	Y
RELIGIONS OF MIDDLE EAST	Yes	100%	AZAM, H	3	29	---	Y
ISLAMIC THEOLOGY	Yes	100%	AZAM, H	3	17	Y	---
IRANIAN CULTURE	Yes	100%	HILLMANN, M	3	---	Y	---
RUMI AND PERSIAN SUFI TRAD	Yes	100%	HILLMANN, M	3	---	Y	---
PERSIAN ART: PAST & PRESENT	Yes	100%	HILLMANN, M	3	---	Y	---
VIEWS OF ISLAM IN THE US	Yes	100%	HILLMANN, M	3	---	Y	Y
SACRED & CEREMONL TEXTILES	Yes	50%	SHIRAZI, F	3	23	---	Y
GENDER/ART IN MUSLIM WORLD	Yes	100%	SHIRAZI, F	3	---	Y	---
GRAFFITI/POSTER ART: ISLM WRLD	Yes	100%	SHIRAZI, F	3	---	Y	---
VEILING IN THE MUSLIM WORLD	Yes	100%	SHIRAZI, F	3	26	Y	---
MUSLIM WOMEN IN POLITICS	Yes	100%	SHIRAZI, F	3	---	Y	---
SEX/SEXUALITY MUSLIM WORLD	Yes	100%	SHIRAZI, F	3	31	---	Y

Appendix 2: Course List

ISLAMIC LAW	Yes	100%	VARIOUS	3	46	Y	---
HONORS TUTORIAL COURSE	---	100%	VARIOUS	3	---	Y	---
HONORS TUTORIAL COURSE	---	100%	VARIOUS	3	1	Y	---
Jewish Studies					16-17	17-18	18-19
Undergraduate - Lower Division							
ISRAEL: SPACE/PLACE/LANDSCAPE	Yes	100%	WEINREB, A	3	18	Y	
INTRO TO JEWISH LATIN AMERICA	Yes	50%	WEINREB, A	3	---	Y	Y
JEWISH STUDIES: AN INTRO	Yes	50%	WEINREB, A	3	---	---	Y
JEWISH/HEBREW/ISRAELI THEATER	Yes	33%%	HOROVITZ, R	3	---	Y	---
Undergraduate - Upper Division							
HISTORY OF ISRAEL	Yes	50%	GROSSMAN,	3	---	Y	---
ISRAEL/LAT AM/JEWISH DIASPORA	Yes	50%	GROSSMAN,	3	---	Y	---
HOLOCAUST/RACE: JEWS/ROMA	---	25%	HANCOCK, I	3	---	Y	---
MULTICULTURAL ISRAEL	Yes	100%	WEINREB, A	3	30	Y	Y
JEWISH CUBA	---	25%	WEINREB, A		---	---	---
SPATIALIZING CULTURE	---	25%	WEINREB, A	3	---	---	Y
Liberal Arts					16-17	17-18	18-19
Graduate							
DISSERTATION BOOT CAMP	---	25%	RAIZEN, ESTI	3	20	Y	---
Linguistics							
Undergraduate - Upper Division							
CREOLE LANGUAGES/SPEAKERS	---	25%	HANCOCK, I	3	14	Y	---
PSYCH/RELIG/ IN MOD AMER CUL	---	25%	HANCOCK, I	3	12	---	---
ENGLISH GRAMMAR	---	25%	HANCOCK, I	3	11	Y	---
GYPSY LANGUAGE AND CULTURE	---	25%	HANCOCK, I	3	25	---	---
Middle Eastern Studies					16-17	17-18	18-19
Undergraduate - Lower Division							
INTRO M EAST: REL/CUL/HIST FND	Yes	100%	VARIOUS	3	107	Y	Y
INTRO M EAST: ADJ/CHG MOD TM	Yes	100%	VARIOUS	3	109	Y	Y
INTRO TO MUS IN WORLD CULTURES	Yes	100%	VARIOUS	3	139	Y	Y
INTRO TO THE OLD TESTAMENT	Yes	100%	VARIOUS	3	26	---	Y

Appendix 2: Course List

THE BIBLE & ITS INTERPRETERS	Yes	100%	KAPLAN, J	3	20	Y	Y
Undergraduate - Upper Division							
MODERN IRAN	Yes	100%	AGHAIE, K	3	---	---	Y
SELF-REVLATN WOMEN'S WRTG	Yes	100%	HILLMANN, M	3	---	---	Y
SUICIDE TERRORISM	Yes	50%	MARTIN, N	3	48	---	---
IRAN-CHINA RELATIONS	Yes	100%	DORRAJ, M	3	19	---	---
AUTOCRTC POPLSM: MID EAST/US	Yes	100%	GUILER, K	3	25	---	---
DEBATING GENESIS	Yes	100%	WELLS, B	3	---	---	Y
ORIGINS OF MONOTHEISM	Yes	100%	WELLS, B	3	---	---	Y
CONFERENCE COURSE	---	100%	VARIOUS	3	1	---	---
PRACT: INTRNSHP IN APPLIED MES	---	100%	VARIOUS	3	1	Y	---
HONORS TUTORIAL COURSE	---	100%	VARIOUS	3	2	Y	Y
HONORS TUTORIAL COURSE	---	100%	VARIOUS	3	2	Y	Y
Graduate							
MOD IRANIAN HIST & HISTORIOG	Yes	100%	AGHAIE, K	3	6	---	---
ISLAMIC REVOLUTION OF IRAN	Yes	100%	AGHAIE, K	3	---	Y	---
NATIONALISMS IN MIDDLE EAST	Yes	100%	AGHAIE, K	3	---	---	Y
CITIES AND CITIZENSHIP	Yes	100%	ALI, K	3	9	---	---
ME STUDIES: INTERDISC INTRO	---	100%	VARIOUS	3	16	---	Y
LATE OTTOMAN STATE & SOCIETY	---	100%	AYOUB, S	3	5	---	---
COMPARATIVE MIDDLE EAST LAW	Yes	100%	AYOUB, S	3	14	Y	---
ISLAM & POLITICAL VIOLENCE	Yes	100%	AYOUB, S	3	---	Y	Y
ISLAMIC FEMINISM	Yes	100%	AZAM, H	3	8	---	Y
ENCOUNT WEST IN MOD ARA LIT	Yes	100%	EL-ARISS, T	3	5	---	---
SURVEY OF MID EAST LIT/FILM	---	100%	GRUMBERG,	3	---	Y	Y
THESIS	---	100%	VARIOUS	6	7	Y	Y
THESIS	---	100%	VARIOUS	6	8	Y	Y
MASTER'S REPORT	---	100%	VARIOUS	3	---	Y	Y
SUPV TEACHING IN MID EAST STDS	---	100%	VARIOUS	3	3	---	---
CONF COURSE IN MID EAST STDS	---	100%	VARIOUS	3	1	Y	Y
INTRNSHP APPLIED MID EAST STDS	---	100%	VARIOUS	383	1	---	---

Appendix 2: Course List

Middle Eastern Languages and Cultures					16-17	17-18	18-19
Undergraduate - Lower Division							
GATEWAY TO THE MIDDLE EAST	---	100%	VARIOUS	3	25	Y	Y
Undergraduate - Upper Division							
POP CINEMA IN THE MID EAST	Yes	100%	ATWOOD, B	3	33	---	---
CONFLICT LIT/MEDIA MID EAST	Yes	100%	GREEN, R	3	---	Y	---
LIT/MEDIA ARAB SPRING	Yes	100%	GREEN, R	3	---	Y	---
GENDERING THE OLD TESTAMENT	Yes	100%	HACKETT, J	3	15	---	---
AUTOBIOG: MOD LIT SPECIES	Yes	100%	HILLMANN, M	3	---	---	Y
20TH CEN PERSIAN LITERATURE	Yes	100%	HILLMANN, M	3	5	Y	---
FORUGH FARROKHZAD/HER PTRY	Yes	100%	HILLMANN, M	3	6	---	---
IRAN/IRANIAN-AMER IDENT	Yes	100%	HILLMANN, M	3	13	---	---
PERSIAN EPIC/POP CULTURE	Yes	100%	HILLMANN, M	3	11	---	---
CLASSIC LYRIC POEMS	Yes	100%	HILLMANN, M	3	---	---	Y
THE DEAD SEA SCROLLS	Yes	100%	KAPLAN, J	3	51	Y	Y
ABRAHAM & ABRAHAMIC RELIGIONS	Yes	100%	KAPLAN, J	3	---	Y	Y
PALESTINE & PALESTINIANS	Yes	100%	MOHAMMAD	3	20	Y	Y
ANGEL/DEMON/MAGIC EARLY CEN	Yes	50%	SMITH, G	3	21	Y	---
ENGAGING THE MIDDLE EAST	---	100%	VARIOUS	3	9	Y	Y
BEFORE THE BIBLE	Yes	100%	WEINBENDER	3	---	Y	---
PRACT: INTRNSHP IN APPLIED MES	---	100%	VARIOUS	3	1	---	---
CONFERENCE COURSE	---	100%	VARIOUS	3	1	Y	---
HONORS TUTORIAL COURSE	---	100%	VARIOUS	3	2	Y	---
HONORS TUTORIAL COURSE	---	100%	VARIOUS	3	2	Y	---
SUPERVISED RESEARCH	---	100%	VARIOUS	3	1	---	---
Graduate							
SPACE AND PLACE IN LITERATURE	Yes	100%	GRUMBERG,	3	8	---	Y
UGARITIC	Yes	100%	HACKETT, J	3	---	1	---
AKKADIAN I	Yes	100%	HUEHNERGA	3	4	---	---
SEMITIC LANGUAGES	Yes	100%	HUEHNERGA	3	5	---	---
SEMITIC LANGUAGES II	Yes	100%	HUEHNERGA	3	2	---	---

Appendix 2: Course List

TARGUMIC ARAMAIC	Yes	100%	HUEHNERGA	3	4	---	---
AKKADIAN II	Yes	100%	HUEHNERGA	3	3	---	---
CURRENT ISSUES IN HEBREW BIBLE	Yes	100%	KAPLAN, J	3	5	---	---
SYRIAC	Yes	100%	PAT-EL, N	3	---	---	Y
COMPARATIVE SEMITIC GRAMMAR	Yes	100%	PAT-EL, N	3	---	Y	---
GNDR CLOTHING & ID: MUSLIM SOC	Yes	100%	SHIRAZI, F	3	5	---	---
AKKADIAN III	Yes	100%	VARIOUS	3	---	Y	---
BIBLICAL LAW	Yes	100%	WELLS, B	3	---	---	Y
CONF CRS MID EAST LANGS & CULS	Yes	100%	VARIOUS	3	3	Y	Y
COMPREHENSIVE EXAM PREP	Yes	100%	VARIOUS	3	52	Y	Y
THESIS	---	100%	VARIOUS	6	---	Y	---
THESIS	---	100%	VARIOUS	6	2	---	---
MASTER'S REPORT	---	100%	VARIOUS	3	5	---	---
DISSERTATION	---	100%	VARIOUS	3	1	---	Y
DISSERTATION	---	100%	VARIOUS	6	---	Y	Y
DISSERTATION	---	100%	VARIOUS	9	3	Y	Y
DISSERTATION	---	100%	VARIOUS	3	2	Y	Y
DISSERTATION	---	100%	VARIOUS	6	1	Y	Y
DISSERTATION	---	100%	VARIOUS	9	15	Y	Y
MASTER'S REPORT	---	100%	VARIOUS	3	1	---	Y
MASTER'S REPORT	---	100%	VARIOUS	3	1	---	---
DISSERTATION	---	100%	VARIOUS	3	1	---	Y
DISSERTATION	---	100%	VARIOUS	3	5	---	Y
Music					16-17	17-18	18-19
Undergraduate - Lower Division							
MIDDLE EASTERN ENSEMBLE	Yes	100%	SEEMAN, S	1	---	Y	Y
MUSIC AND CULTURE	---	25%	SEEMAN, S	3	---	---	3
Graduate							
MUSIC, LABOR, MOVEMENT	---	25%	SEEMAN, S	3	---	Y	---
WRITING ABOUT MUSIC	---	25%	SEEMAN, S	3	---	Y	---
FOUNDATIONS OF ETHNOMUSICOLOG\	---	25%	SEEMAN, S	3	---	---	Y

Appendix 2: Course List

Public Affairs					16-17	17-18	18-19
Undergraduate - Upper Division							
SOC JUSTICE/SEC POLICY-POL	---	25%	EATON, D	3	---	Y	---
INTELLIGENCE IN AMER SOCTY	---	25%	SLICK, S	3	18	---	---
US/ BRITAIN/GLOBAL ORDER-GBR	---	25%	SLICK, S	3	20	Y	Y
INTELLIGENCE/NATL SEC POLICY	---	25%	SLICK, S	3	---	---	Y
Graduate							
NEGOTATION & DISPUTE ESOLUTN	---	25%	EATON, D	3	10	Y	Y
POST-EQ RECONST RURAL NEPAL	---	25%	EATON, D	3	13	---	---
FUNDRAISING FOR PUBL/NONPROFIT	---	25%	EATON, D	3	9	Y	---
WATER IN TEXAS	---	25%	EATON, D	3	13	---	---
POL RSCH PROJ BLOBAI POL ISS	---	25%	EATON, D	6	---	Y	---
ENTREPRENEURSHIP IN ASIA	---	25%	EATON, D	6	---	---	Y
TRAINING OUT OF POVERTY	---	25%	EATON, D	6	---	---	Y
WEALTH CREATON IN ASIA	---	25%	EATON, D	6	---	---	Y
INTELLIGENCE/NATL SECURITY	---	25%	SLICK, S	3	18	Y	---
COVERT ACTION & US NATL SEC	---	25%	SLICK, S	3	---	Y	Y
Religious Studies					16-17	17-18	18-19
Undergraduate - Lower Division							
JEWISH CIV: BEGIN TO 1492	Yes	100%	SCHOFER, J	3	30	Y	Y
THE BIBLE & ITS INTERPRETERS	Yes	75%	VARIOUS	3	43	---	Y
THE RISE OF CHRISTIANITY	---	25%	WHITE, L M	3	94	Y	Y
Undergraduate - Upper Division							
ISLAM EARLY MOD WORLD:REL/CULT	Yes	75%	MOIN, A	3	43	---	Y
PAUL AND HIS SOCIAL WORLD	---	25%	SMITH, G	3	---	---	Y
Graduate							
HERMITS/MONKS/STS EARLY CHRIST	Yes	33%	SMITH, G	3	---	---	Y
SOVEREIGNTY IN ISLAM:THRY/PRAC	Yes	50%	MOIN, A	3	6	---	---
EARLY JEWISH/CHRISTN LIT II	---	25%	SCHOFER, J	3	7	---	---
JEWISH DIASPORA/DEV SYNAGOG	---	25%	WHITE, L M	3	5	---	---
THRY & METH IN STUDY OF RELIG	---	25%	MOIN, A	3	---	---	Y

Appendix 2: Course List

INTLLCT HIS INDO-IRAN ISLAM	---	25%	MOIN, A	3	---	---	Y
DOCTRL SEMNR IN RELIGIOUS STDS	---	25%	NEWMAN, M	3	---	---	Y
INTRODUCTION TO COPTIC I	---	25%	SMITH, G	3	4	---	---
INTRODUCTION TO COPTIC II	---	25%	SMITH, G	3	5	---	---
CRITICAL MANUSCRIPT STUDIES	---	25%	SMITH, G	3	---	Y	---
GNOSTICISM EARLY CHRISTIANITY	---	25%	SMITH, G	3	---	---	Y
SUPV TEACHING IN RELIG STUDIES	---	25%	WHITE, L M	3	---	---	Y
PAULINE EPSTLS/GRK EPSTLGPY	---	25%	WHITE, L M	3	3	---	Y
BIBLICAL GREEK ACTS	---	25%	WHITE, L M	3	---	Y	---
MYSTERY CULTS IN GREECE & ROME	---	25%	WHITE, L M	3	---	Y	---
Rhetoric					16-17	17-18	18-19
Undergraduate - Upper Division							
PLAN II WORLD LIT PART I	---	25%	GRUMBER, K	3	---	Y	---
PLAN II WORLD LIT PART II	---	25%	GRUMBER, K	3	---	Y	---
Undergraduate - Upper Division							
PEACEMAKING RHETORIC	---	25%	DIAB, R	3	24	Y	Y
RHET INVENTD/REVISED/RETOLD	---	25%	DIAB, R	3	24	Y	Y
PRINCIPLES OF RHETORIC	---	25%	DIAB, R	3	24	---	---
COMPARATIVE RHETORIC	---	25%	DIAB, R	3	---	Y	Y
RHETORIC AND NARRATIVE	---	25%	DIAB, R	3	---	Y	---
Graduate							
FEMINISM, HISTORIOG, RHETRC	---	25%	DIAB, R	3	9	---	---
TRANSNATIONAL RHETORICS	---	25%	DIAB, R	3	---	---	Y
Slavic and Eurasian Studies					16-17	17-18	18-19
Undergraduate - Upper Division							
ISLAM IN RUSSIA & THE USSR	Yes	33%	STRAW, A	3	---	Y	---
Sociology					16-17	17-18	18-19
Undergraduate - Lower Division							
SOCL TRNSFMTN LOVE/RLTNSHPS	Yes	33%	HAGHSHEHA	3	82	Y	Y
WHAT IS POWER	---	25%	CHARRAD, M	3	16	---	Y
INTRO TO STUDY OF SOCIETY-HON	---	25%	HAGHSHEHA	3	18	Y	Y

Appendix 2: Course List

INTRO TO STUDY OF SOCIETY	---	25%	HAGHSHENA	3	375	Y	Y
INTRO TO SOCIAL RESEARCH	---	25%	WEINREB, A	3	19	---	---
SOCIAL INEQUAL, HLTH, & POLICY	---	25%	WEINREB, A	1	---	Y	Y
Undergraduate - Upper Division							
GENDER POL IN ISLAMIC WORLD	Yes	100%	CHARRAD, M	3	63	---	---
SOCIOLOGICAL THEORY	---	25%	ADUT, A	3	99	Y	Y
POLITICAL SOCIOLOGY	---	25%	CHARRAD, M	3	22	---	Y
VIOLENCE	---	25%	ADUT, A	3	---	Y	---
SOCIOLOGY OF CREATIVITY	---	25%	WEINREB, A	3	19	Y	Y
SEMINAR IN HEALTH & SOCIETY	---	25%	WEINREB, A	3	40	---	Y
Graduate							
SOCIOLOGY OF CULTURE	---	25%	ADUT, A	3	18	---	Y
CONTEMPORARY SOCIAL THEORY	---	25%	ADUT, A	3	8	---	Y
HISTORICAL AND COMPARATIVE METHODS	---	25%	CHARRAD, M	3	---	---	Y
ADV READINGS POLITICAL SOC	---	25%	CHARRAD, M	3	7	---	---
BASIC DEMOGRAPHIC METHOD AND MATLS	---	25%	WEINREB, A	3	12	Y	---
GEN APPROACH TO STUDY OF POP	---	25%	WEINREB, A	3	---	Y	---
Spanish and Portuguese					16-17	17-18	18-19
Undergraduate - Upper Division							
ISLAMIC SPAIN TO LATIN AMER	Yes	50%	REED, C	3	13	---	---
Undergraduate Studies					16-17	17-18	18-19
Undergraduate - Lower Division							
EMERGING MARKETING	---	25%	GILLESPIE, K	3	50	Y	---
AMERICA THROUGH AUTOBIOGRAPHY	---	100%	HILLMANN, M	3	18	Y	Y
MIDDLE EAST TODAY	---	100%	BROWNLEE,	3	59	Y	---
PRICE OF IDENTITY	---	25%	HANCOCK, I	3	17	---	---
BOLLYWOOD INDIA	---	25%	SHINGAVI, S	3	51	---	---
MUSIC, IDENTITY, & DIFFERENCE	---	25%	SEEMAN, S	3	14		---
MIDDLE EAST INTERVENTIONS	---	100%	BROWNLEE,	3	---	Y	---
RELIGIONS IN POWER	---	50%	NEWMAN, M	3	18	Y	---
WHAT IS POWER	---	50%	CHARRAD, M	3	---	---	Y

Appendix 2: Course List

AL-JAZEERA VOICE OF THE VOICELESS	---	100%	MOHAMMAE	3	7	Y	---
JERUSALEM	---	100%	KAPLAN, J	3	50	Y	Y
WHAT WE SEE, WHAT WE BELIEVE	---	33%	HAGHSHEHA	3	32	Y	Y
WRITING, SCRIPTS, & LITERACY	---	33%	HUEHNERGA	3	167	---	---
Language Across the Curriculum							
Arabic					16-17	17-18	18-19
Undergraduate - Lower Division							
INTENSIVE ARABIC I	---	100%	VARIOUS	6	141	Y	Y
INTENSIVE ARABIC II	---	100%	VARIOUS	6	122	Y	Y
Undergraduate - Upper Division							
INTENSIVE ARABIC III	---	100%	VARIOUS	6	59	Y	Y
INTENSIVE ARABIC IV	---	100%	VARIOUS	6	31	Y	Y
INTENSIVE ARABIC V	---	100%	VARIOUS	5	22	Y	Y
INTENSIVE ARABIC VI	---	100%	VARIOUS	5	19	Y	Y
CONTEMPORARY WORLD CHALLENGES	---	100%	AL-SHALCHI,	3	---	---	Y
READINGS ARABIC LITERATURE	---	100%	VARIOUS	3	---	---	Y
ADV SPOKEN MEDIA ARABIC I	---	100%	HOUSEN, G	3	---	Y	---
ARABIC ACROSS DISCIPLINES	---	100%	VARIOUS	1	9	Y	Y
THE ARAB SPRING	---	100%	AL-BATAL, M	3	9	---	---
ARABIC VOICES: POETRY TO RAP	Yes	100%	EL-ARISS, T	3	20	---	---
PALESTINE AND THE PALESTINIANS	Yes	100%	MOHAMMAE	3	15	Y	Y
ARA READINGS CLASSCL ISL TXTS	---	100%	AYOUB, S	3	7	Y	---
IDEOLOGIES OF SPOKEN ARABIC	---	100%	BRUSTAD, K	3	---	Y	---
LEVANTINE ARABIC	---	100%	MOHAMMAE	3	---	---	Y
Graduate							
INTENSV GRAD LANG INSTRUCTN I	---	100%	VARIOUS	3	3	Y	Y
INTENSV GRAD LANG INSTRUCTN II	---	100%	VARIOUS	3	3	Y	Y
INTENSV GRAD LANG INSTRUC III	---	100%	VARIOUS	3	6	Y	Y
INTENSV GRAD LANG INSTRUCTN IV	---	100%	VARIOUS	3	7	Y	Y
INTENSV GRAD LANG INSTRUCTN V	---	100%	VARIOUS	3	8	Y	Y
INTENSV GRAD LANG INSTRUCTN VI	---	100%	VARIOUS	3	7	Y	Y

Appendix 2: Course List

CURRENT RESEARCH: ARABIC LING	---	100%	BRUSTAD, K	3	5	---	---
ARABIC WRTNG IN VIRTUAL AGE	---	100%	EL-ARISS, T	3	6	---	---
ARA READINGS CLASSCL ISL TXTS	---	100%	AYOUB, S	3	1	Y	---
CONF COURSE IN ARABIC STUDIES	---	100%	VARIOUS	3	3	---	---
Hebrew					16-17	17-18	18-19
Undergraduate - Lower Division							
INTENSIVE HEBREW I	---	100%	VARIOUS	6	34	Y	Y
INTENSIVE HEBREW II	---	100%	VARIOUS	6	24	Y	Y
INTENSIVE BIBLICAL HEBREW I	---	100%	VARIOUS	6	---	Y	Y
INTENSIVE BIBLICAL HEBREW II	---	100%	VARIOUS	6	---	Y	Y
Undergraduate - Upper Division							
HEBREW THROUGH THE MEDIA	---	100%	MAIMON, A	3	16	Y	---
INNOVATION & TECH IN ISRAEL	---	100%	MAIMON, A	3	14	Y	---
HEBREW ACROSS DISCIPLINES	---	100%	VARIOUS	1	---	---	Y
Graduate							
INTENSV GRAD LANG INSTRUCTN I	---	100%	VARIOUS	3	---	Y	Y
INTENSV GRAD LANG INSTRUCTN II	---	100%	VARIOUS	3	---	Y	Y
INTNSV BIBLICAL LANG INSTR I	---	100%	HACKETT, J	3	---	---	Y
THE BIBLE IN HEBREW I	---	100%	HACKETT, J	3	---	---	---
BIBLE IN HEBREW II	---	100%	HACKETT, J	3	---	Y	---
BIBLE IN HEBREW III	---	100%	PAT-EL, N	3	---	Y	---
BIBLE IN HEBREW IV	---	100%	VARIOUS	3	4	---	Y
SEMITIC EPIGRAPHY	---	100%	HACKETT, J	3	---	Y	---
CONF COURSE IN HEBREW STUDIES	---	100%	VARIOUS	3	2	Y	---
Persian					16-17	17-18	18-19
Undergraduate - Lower Division							
INTENSIVE PERSIAN I	---	100%	VARIOUS	6	29	Y	Y
INTENSIVE PERSIAN II	---	100%	VARIOUS	6	23	Y	Y
Undergraduate - Upper Division							
INTERMEDIATE PERSIAN I	---	100%	VARIOUS	3	9	Y	Y
CLASSICS OF PERSIAN POETRY	Yes	100%	HILLMANN, M	3	---	---	Y

Appendix 2: Course List

ADV PERS THRU SHORT STORIES	---	100%	SHAHSAVARI	3	---	---	Y
IRANIAN CINEMA	Yes	100%	VARIOUS	3	8	Y	---
MINORITIES/MEDIA IN IRAN	Yes	100%	ATWOOD, B	3	9	---	---
IRANIAN WOMEN POETS	Yes	100%	HILLMANN, M	3	---	Y	---
PERSIAN ACROSS DISCIPLINES	---	100%	VARIOUS	1	1	---	Y
Graduate							
INTENSIV GRAD LANG INSTRUCTN I	---	100%	VARIOUS	3	10	Y	Y
INTENSIV GRAD LANG INSTRUCTN II	---	100%	VARIOUS	3	10	Y	Y
INTMED GRAD LANG INSTRUCTN I	---	100%	VARIOUS	3	3	Y	Y
CLASSICS OF PERSIAN POETRY	Yes	100%	HILLMANN, M	3	---	---	Y
IRANIAN CINEMA	Yes	100%	ATWOOD, B	3	6	---	---
MINORITIES/MEDIA IN IRAN	Yes	100%	ATWOOD, B	3	9	---	---
IRANIAN WOMEN POETS	Yes	100%	HILLMANN, M	3	---	Y	---
Turkish					16-17	17-18	18-19
Undergraduate - Lower Division							
INTENSIVE TURKISH I	---	100%	OKUR, J	6	8	Y	Y
INTENSIVE TURKISH II	---	100%	OKUR, J	6	8	Y	Y
Undergraduate - Upper Division							
INTERMEDIATE TURKISH I	---	100%	OKUR, J	3	4	Y	Y
INTERMEDIATE TURKISH II	---	100%	OKUR, J	3	3	Y	Y
TURKISH CINEMA	---	100%	OKUR, J	3	---	---	Y
TURKISH ACROSS DISCIPLINES	---	100%	OKUR, J	1	---	---	Y
Graduate							
READINGS IN OTTOMAN TURKISH	---	100%	YUMUSAK, F	3	3	---	---
TURKISH CINEMA	---	100%	OKUR, J	3	---	---	Y
INTENSIV GRAD LANG INSTRUCTN I	---	100%	OKUR, J	3	1	Y	Y
INTENSIV GRAD LANG INSTRUCTN II	---	100%	OKUR, J	3	1	Y	Y
INTMED GRAD LANG INSTRUCTN I	---	100%	OKUR, J	3	---	Y	Y
INTMED GRAD LANG INSTRUCTN II	---	100%	OKUR, J	3	---	Y	Y
CONF COURSE IN TURKISH STUDIES	---	100%	VARIOUS	3	2	---	---

Appendix III: Performance Measures Form

Project Goal #1:	Improve participation in Center for Middle Eastern Studies (CMES) programs through strengthening collaborations within the University of Texas at Austin (UT).								
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 20 percent the number of collaborations with organized units and increase the number of participants at events hosted on the UT Austin campus by 20% by end of grant period.	A1. Initiate and support programs with UT Austin partners. (UT collaborative)	1. Number of activities with UT partners.	Annually	Program records, including institutional records of sponsors (including e-mail correspondence).	60	60	64	68	72
		2. Number of UT partners across activities.	Annually	Number of UT partners across activities.	40	40	42	44	48
		3. Number of participants across activities with UT partners.	Annually	Program records, including institutional records of sponsors and participants at each event.	6000	6000	6400	6800	7200
Project Goal #2:	Improve community engagement to enhance access to NRC resources by initiating collaborations with key community organizations.								
Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. By end of grant period we will have developed 5 programs with at least one community college and two MSIs, and 12 programs for K-12 and/or pre-service educator programs.	A1. Develop and coordinate collaborative activities with school districts (SD collaborative).	1. Number of K-12/pre-service activities.	Annually	Program records, including institutional records and correspondence.	10	10	10	11	12
		2. Number of K-12/pre-service partners across activities.	Annually	Institutional records and correspondence.	10	10	11	12	13
		3. Number of participants across K-12/pre-service activities.	Annually	Program records, including correspondence, registration databases for workshops.	500	500	700	900	1000
	A2. Develop and coordinate collaborative activities with community colleges and MSIs (CC collaborative).	1. Number of activities with community colleges and MSIs.	Annually	Program records, correspondence, MOUs	2	2	3	4	5
		2. Number of community college and MSI partners across activities.	Annually	Program records, including institutional records of sponsors and participants at each event.	2	2	3	3	4
		3. Number of participants across activities with community colleges and MSIs.	Annually	Program records, including institutional records of sponsors, correspondence, registration databases.	20	20	30	40	50

Appendix 3: Performance Measure Form

B. Initiate collaborations with community orgs to establish new programs for community at large. By end of grant cycle CMES will have at least 3 programs with established community organizations	B1. Initiate and support programs with Austin community organizations, such as the Austin Film Society and KUT public radio. (CP collaborative).	1. Number of activities with community programs.	Annually	Program records, including correspondence, etc.	10	10	12	14	15
		2. Number of community partners across activities	Annually	Program records	10	10	12	14	15
		3. Number of participants across activities with community programs.	Annually	Program records, correspondence, sign in sheets, registration databases.	1500	1500	2000	2500	3000
	B2. Develop and coordinate collaborative activities with non-UT university colleges and programs--not MSIs (non-UT collaborative).	1. Number of activities with non-UT partners	Annually	Program records	3	3	4	5	6
		2. Number of non-UT university level partners across activities.	Annually	Program records, including correspondence, contracts, MOUs, etc.	7	7	8	9	10
		3. Number of participants across activities with non-UT partners.	Annually	Program records, correspondence, sign in sheets, registration databases.	500	500	550	600	700

Project Goal #3: Increase opportunities for teacher training and distance learning in foreign language and area studies.

Performance Measures	Activities	Data/Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. By end of grant period increase number of teacher workshops by 10 percent and increase participant rates 20 percent.	A1. Develop and conduct K-16 training workshops.	1. Number of K-16 workshops.	Annually	Program records	12	12	13	14	15
		2. Number of K-16 workshops for language training.	Annually	Program records	1	1	2	2	3
	A2. Increase participation rates in K-16 training workshops.	1. Number of participants across K-16 workshops.	Annually	Program records	350	350	400	450	500
		2. Number of workshops for pre-service educators	Annually	Program records	2	2	3	3	4

Appendix 3: Performance Measure Form

	A3. Maintain participation in K-16 workshops sponsored by outside organizations.	1. Number of speakers sent to participate in workshops sponsored by outside institutions.	Annually	Program records, correspondence, contracts, etc.	11	11	11	11	11
		2. Number of participants in sessions hosted by MES outreach at outside institutions.	Annually	Program records, correspondence from sponsors, registration databases, sign in sheets, etc.	175	175	175	175	175
B. By end of grant we will have created at least 10 online resources, produced at least 50 podcasts/digital archives, and maintained publications release rate of 2 titles per year.	B1. Build digital and open source resources (including digital archives of events).	1. Number of webinars or other online training courses or materials sponsored.	Annually	Program records	2	2	3	3	4
		2. Number of electronic resources, including podcasts and audio/video archives posted to website.	Annually	Program records, electronic data (Google Analytics, etc.)	5	5	7	9	10
	B2. Maintain rate of new library purchases and publication of new books.	1. Number of library resources developed/added/offered	Annually	Program records	200	200	300	400	500
		2. Number of publication resources developed/added/offered.	Annually	Program records/contracts	2	2	3	4	5



June 11, 2018

Cheryl E. Gibbs
Director, Advanced Training and Research Division
Acting Senior Director, IFLE
U.S. Department of Education

Dear Ms. Gibbs:

On behalf of Austin Community College District (ACC), I am writing to express my support for the Center for Middle Eastern Studies (CMES) at the University of Texas at Austin for its application to serve as Title VI NRC and FLAS Fellowship programs in 2018-2022. Our college, made up of eleven campuses serving over 40,000 annual enrollees throughout Central Texas, is committed to increasing opportunities for global learning. CMES is an important partner in helping us reach our goals.

In the last several years, our partnership with CMES has afforded the opportunity for our faculty and students to meaningfully engage with Middle Eastern and global studies topics. CMES has supported student activities by providing speakers to talk about the Middle East in symposia. Most significantly, ACC and Hemispheres, UT's international outreach consortium, of which CMES is a core member, formed the Global Human Rights Faculty Learning Community. This program affords ACC faculty opportunities to learn about global human rights issues from UT faculty and to collaborate with their colleagues to develop and enhance curriculum with international topics. The program has successfully engaged faculty from disciplines as far ranging as political science, chemistry, and nursing, and incorporated global dimensions into the teaching of a broad array of courses, reaching an academically diverse student population.

In addition to the Faculty Learning Community, CMES and the other centers in Hemispheres will expand our partnership by supporting a global studies faculty academic coordinator for our newly established Global Interdisciplinary Studies program.

Finally, one of the goals of our Global Interdisciplinary Studies program is to allow our students to successfully transfer to four-year colleges, including the international area studies programs at The University of Texas. This partnership with CMES will strengthen our efforts to globalize curriculum across our campuses and will ultimately provide our students with the global education and skills essential to success in their academic careers and professions.

Sincerely,

A handwritten signature in black ink that reads "Charles Cook" with "Ed.D." written below it.

Charles M. Cook, Ed.D.
Provost and Executive Vice President for Academic Affairs

cc: William Hayden, Director of International Programs, Austin Community College District
Dr. Shirin Khosropour, Chair of Global Interdisciplinary Studies, Austin Community College District



June 4, 2018

Cheryl E. Gibbs
Directory, Advanced Training and Research Division
Acting Senior Director, IFLE
U.S. Department of Education

Dear Ms. Gibbs,

As President of Houston-Tillotson University (HT), I am writing to express my enthusiastic support for the Center for Middle Eastern Studies (CMES) grant proposal to the U.S. Department of Education for the Title VI NRC and FLAS Fellowship programs. In partnership with CMES and UT's other NRCs, we have been able to expand international content for courses and programs on campus. This collaboration culminated in the recent creation of a new Global Studies major for HT students.

In recent years, we have significantly benefited from CMES' partnerships in providing Arabic and Islamic Studies courses on the HT campus in support of the development of HT's new Global Studies major. Further, CMES' support of our library has increased student access to textbooks and related course materials. Finally, by working with HT's pre-service teacher program, CMES and Hemispheres have helped to increase understanding of the Middle East region and international affairs more generally.

Continuing the partnerships with CMES and UT's other NRCs will be highly advantageous to the educational interests of our unique institution and the global competencies of our students. In addition to continuing the successful joint projects so far, we endorse CMES' plans to: 1) increase HT faculty professional development through participation in globally focused events and conferences; 2) implement new course offerings and curriculum for the Global Studies major; and 3) to involve the Middle Eastern scholars and other regional experts to present at HT. These activities are highly welcome as we will enhance HT student learning and professionalization, as we work together to develop and identify appropriate international internships, study abroad and other global training opportunities related to the region of the Middle East.

In short, HT is committed to a sustained collaboration with CMES at UT, not just for this program, but in future endeavors to expand international programming and professional development for students and faculty at HT.

Sincerely,

Colette Pierce Burnette, Ed.D.
President and CEO

cc: Dr. Archibald Vanderpuye, and Vice President for Academic Affairs
Dr. Michael Hirsch, Dean of the College of Arts and Sciences
Dr. Alaine Hutson, Associate Professor of History

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Budget Narrative File(s)

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National Resource Center

		Y1: 2018	Y2: 2019	Y3: 2020	Y4: 2021
1. PERSONNEL		\$ 89,384	\$ 108,296	\$ 110,779	\$ 113,338
1A	Administrative	\$ 34,384	\$ 35,416	\$ 36,478	\$ 37,572
1	NRC Coordinator (25% of 67,137)	\$ 16,784	\$ 17,288	\$ 17,806	\$ 18,340
2	FLAS Coordinator (40% of \$44,000)	\$ 17,600	\$ 18,128	\$ 18,672	\$ 19,232
1B	Instructional	\$ 9,000	\$ 25,500	\$ 25,500	\$ 25,500
3	Visiting lecturer (33% of \$50,000)	\$ -	\$ 16,500	\$ 16,500	\$ 16,500
4	Summer faculty for advanced online Persian (1 x \$9,000)	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
1C	Outreach	\$ 46,000	\$ 47,380	\$ 48,801	\$ 50,265
5	Outreach Director (50% of \$51,000)	\$ 25,500	\$ 26,265	\$ 27,053	\$ 27,865
6	Events Coordinator (50% of \$41,000)	\$ 20,500	\$ 21,115	\$ 21,748	\$ 22,401
2. FRINGE BENEFITS		\$ 26,501	\$ 31,986	\$ 32,706	\$ 33,448
7	Faculty, AY fringe (29% of salary)	\$ -	\$ 4,785	\$ 4,785	\$ 4,785
8	Faculty, summer fringe (29% of salary)	\$ 2,610	\$ 2,610	\$ 2,610	\$ 2,610
9	Staff fringe (29% of salary)	\$ 23,891	\$ 24,591	\$ 25,311	\$ 26,053
10	Global Studies Digital Projects GRA (line 28) (29% of salary)	\$ 740	\$ 740	\$ 740	\$ 740
3. TRAVEL		\$ 31,500	\$ 31,500	\$ 31,500	\$ 31,500
3A	Foreign Travel	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
11	International meetings/conferences (4 x \$1,500)	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
12	Establish study abroad/linkages (2 x \$500)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
13	Staff Professionalization Awards (2 x \$1,500)	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
3B	Domestic Travel	\$ 21,500	\$ 21,500	\$ 21,500	\$ 21,500
14	Professional meetings/conferences (20 x \$500)	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
15	Outreach Director travel	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
16	Language pedagogy workshops/training (4 x \$500)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
17	Staff Professionalization Awards (3 x \$500)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
18	NRC personnel to MESA (3 x \$1,500)	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
4. SUPPLIES		\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500
19	Supplies	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
20	Library acquisitions	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
21	Institutional memberships	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
5. OTHER		\$ 112,851	\$ 105,501	\$ 93,151	\$ 85,901
5A	Evaluation and Assessment	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
22	NRC external evaluation	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
23	Oral Proficiency Interviews	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
5B	Western Consortium Activities	\$ 3,700	\$ 2,500	\$ 5,000	\$ 2,500
24	Language Pedagogy Workshop (UT 2018, Univ. of Arizona 2020)	\$ 1,200		\$ 2,500	
25	Online language institutes (Beginning Kuridsh)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
5C	Course/Materials Development	\$ 5,551	\$ 5,551	\$ 5,551	\$ 5,551
26	New graduate Peace Studies courses per year (2 x \$1000 each)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
27	Modification of graduate seminars for Peace Studies (2 x \$500 each)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
28	Global Studies Digital Projects Graduate Research Assistant	\$ 2,551	\$ 2,551	\$ 2,551	\$ 2,551
5D	Outreach	\$ 41,400	\$ 40,400	\$ 41,900	\$ 39,900
	K-12	\$ 16,900	\$ 15,400	\$ 16,900	\$ 14,900
29	Hemispheres Summer Institute	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
30	Hemispheres regional workshops	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
31	Hemispheres curriculum development	\$ 500	\$ 500	\$ 500	\$ 500
32	Hemispheres promotional materials	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
33	Outreach library development	\$ 500	\$ 500	\$ 500	\$ 500
34	NCSS 2019 Austin Pre-Conference	\$ -	\$ 500	\$ -	\$ -
35	Teacher travel stipends	\$ 2,000	\$ -	\$ 2,000	\$ -
36	Uteach and HRC "Teaching from the Archives" Summer Workshops	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
37	Refugee Student Mentor Program Coordinator	\$ 6,400	\$ 6,400	\$ 6,400	\$ 6,400
	MSIs/Community Colleges	\$ 21,500	\$ 22,000	\$ 22,000	\$ 22,000
38	Austin Community College Faculty Learning Community	\$ 4,000	\$ 5,500	\$ 5,500	\$ 5,500
39	Austin Community College Interdisciplinary Studies Academic Coordinator	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
40	Huston Tillotson Global Studies Program (course buyout + books)	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
41	Huston Tillotson Global Studies Program - Retreat	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
42	Huston Tillotson Global Studies Program Events	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
43	UT Rio Grande Valley lecture series/co-sponsorships	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000

44	Instructor for Intro to Islam course (at Huston Tillotson)	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
	Colleges of Education	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
45	UT College of Ed - Critical Literacy & Language Summer Institute	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
	Outreach Media	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
46	Outreach Media Intern (\$15/hour, 15 hours per week, 32 weeks)	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200
5E	Academic Conferences	\$ 25,500	\$ 19,750	\$ 2,500	\$ 3,750
47	Ottoman Studies Conference	\$ -	\$ 6,000	\$ -	\$ -
48	Islamic Studies Community Teach In	\$ 300	\$ 300	\$ 300	\$ 300
49	Locating Beauty: Transmission of Aesthetics in the Worlds of Islam	\$ 9,000	\$ -	\$ -	\$ -
50	Symposia on Regulatory Barriers in Global Health Care	\$ -	\$ 1,250	\$ -	\$ 1,250
51	2018 AATT Graduate Conference and Turkish Pedagogy Conference	\$ 5,000	\$ -	\$ -	\$ -
52	Comparative Religious Law	\$ -	\$ 4,000	\$ -	\$ -
53	Graduate Student Conference in Comparative Literature	\$ 200	\$ 200	\$ 200	\$ 200
54	Jil Jadid Conference in Arabic Literature and Linguistics	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
55	Religious Studies Conference	\$ 300	\$ -	\$ -	\$ -
56	Middle East Hauntologies	\$ -	\$ 6,000	\$ -	\$ -
57	Media and the Middle East	\$ 5,000	\$ -	\$ -	\$ -
58	The Opportunities and Limitations of Nonprofit Organization in the ME	\$ 700	\$ -	\$ -	\$ -
59	Language Pedagogy Workshop	\$ 3,000	\$ -	\$ -	\$ -
60	Workshops on Translation and Interpretation w/Texas Language Center	\$ 500	\$ 500	\$ 500	\$ 500
5F	Lecture Series	\$ 24,500	\$ 25,100	\$ 26,000	\$ 22,000
61	Ancient Near East Studies	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
62	Iranian Film, Literature, and Music	\$ -	\$ -	\$ 1,900	\$ 1,900
63	Islamic Studies	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
64	OLLI Courses on Islam	\$ 300	\$ 300	\$ 300	\$ 300
65	Late Antiquities	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
66	Ashkenazi Hebrew pronunciation of poetry	\$ -	\$ 4,000	\$ 4,000	\$ -
67	Arabic Learning Series	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
68	Arabic Arts Series	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
69	Sociology Series	\$ 2,000	\$ -	\$ -	\$ -
70	Turkish Ottoman Lecture Series	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
71	Middle East Fright Fest Films	\$ 400	\$ -	\$ -	\$ -
72	Beyond Borders Lecture Series	\$ 1,800	\$ 1,800	\$ 1,800	\$ 1,800
73	MORE to the Story, MORE to the Middle East	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
74	Linguistics Series	\$ -	\$ 1,000	\$ -	\$ -
75	Film Series with Austin Film Society	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
76	South Asia Seminar Series	\$ 2,000	\$ -	\$ -	\$ -
TOTAL DIRECT COSTS		\$ 282,736	\$ 299,782	\$ 290,636	\$ 286,687
INDIRECT COSTS @ 8%		\$ 22,618.91	\$ 23,983	\$ 23,251	\$ 22,935
TOTAL NRC BUDGET		\$ 305,355.27	\$ 323,765	\$ 313,887	\$ 309,622

Foreign Language and Area Studies Fellowships

		Y1: 2018	Y2: 2019	Y3: 2020	Y4: 2021
A	Academic Year Graduate Fellowships	\$ 231,000	\$ 231,000	\$ 231,000	\$ 231,000
1	Tuition (\$18,000) x 7	\$ 126,000	\$ 126,000	\$ 126,000	\$ 126,000
2	Stipend (\$15,000) x 7	\$ 105,000	\$ 105,000	\$ 105,000	\$ 105,000
B	Academic Year Undergraduate Fellowships	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
3	Tuition (\$10,000) x 4	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
4	Stipend (\$5,000) x 4	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
C	Summer Fellowships	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500
5	Tuition (\$5,000) x 3	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
6	Stipend (\$2,500) x 3	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500
TOTAL FLAS BUDGET		\$ 313,500	\$ 313,500	\$ 313,500	\$ 313,500

Budget Narrative

1. Personnel

1A. Administrative

1. NRC Coordinator. Twenty-five percent of salary for a full-time staff position with an annual rate of \$67,137 and annual increases of three percent. The NRC Coordinator will supervise staff, oversee NRC operations, and coordinator grant reporting and management responsibilities.
2. FLAS Coordinator. Forty percent of salary for a full-time staff position with an annual rate of \$44,000 and annual increases of three percent. The FLAS Coordinator will handle all FLAS award tasks, including advertising, application processing, award disbursement, reporting, and alumni tracking.

1B. Instructional

3. Visiting lecturer. One- to three-year teaching position on "Jews in Islamicate Lands," starting in year two. CMES, the Schusterman Center for Jewish Studies, and the Islamic Studies Initiative will each pay one third of the annual salary (\$50,000/year).
4. Summer instructor for advanced online Persian. The courses will be offered each year. Salary is \$9,000 per course.

1C. Outreach

5. Outreach Director. Fifty percent of salary for a full-time staff position with an annual rate of \$51,000 and annual increases of three percent. The Outreach Director will lead all outreach efforts, including partnerships with MSIs and education programs.
6. Events Coordinator. Fifty percent of salary for a full-time staff position with an annual rate of \$41,000 and annual increases of three percent. The Events Coordinator will manage all public outreach events including lectures, conferences, and cultural events.

2. Fringe Benefits

7. Faculty, AY. Fringe for academic-year faculty calculated at 29%.
8. Faculty, summer. Fringe for summer faculty calculated at 29%.
9. Staff. Fringe for full-time staff calculated at 29%. Staff are Senior Administrative Associate, FLAS Coordinator, Outreach Director, and the Events Coordinator.
10. Library Global Studies Digital Projects GRA. Fringe for graduate research assistant calculated at 35%.
11. Part-time student employees. Fringe for part-time employees calculated at 5.82%. Employees are the Refugee Student Mentor Coordinator and the Outreach Media Intern.

3. Travel

3A. Foreign Travel

12. Travel support for faculty to present original research at international conferences and/or meetings. Four trips per year will be funded at a rate of \$1,500 per trip.
13. Travel support for faculty and staff to develop, maintain, and enhance linkages with educational institutions in the Middle East and North Africa. Two trips will be funded at \$500 per trip.
14. Staff Professionalization Awards. Two awards at \$1,500 per trip for travel to future study abroad sites and international partnerships.

3B. Domestic Travel

15. Travel support for faculty to present original research at domestic conferences. Twenty trips per year will be funded at \$500 per trip.
16. Travel support for the Outreach Director to conduct teacher training on site at campuses and regional service centers across Texas and to participate in national conferences at a total of \$3,500 per year.
17. Language pedagogy workshops. Four faculty funded to attend pedagogy workshops at \$500 per trip.
18. Staff Professionalization Awards. Three awards at \$500 per trip for travel to conferences and trainings.
19. Travel support for three NRC personnel to attend the Middle East Studies Association Annual Meeting each year, including the director, outreach director, and NRC coordinator at a total of \$4,500 per year.

4. Supplies

20. Supplies for events and activities as needed, including materials needed for teacher workshops and public events at a total of \$3,000 per year.
21. \$15,000 for the acquisition of new library materials for the Middle East library program.
22. \$4,500 annually for institutional membership fees for memberships in specialized organizations related to the Middle East and North Africa.

5. Other

5A. Evaluation and Assessment

23. \$2,000 in support for an annual evaluation of CMES by an external evaluator, including evaluator fees and any fees associated with data collection.
24. \$3,000 for oral proficiency interviews for Hebrew, Persian, and Turkish language courses to assess degree of proficiency attained in our language courses. 60 interviews at \$50 each.

5B. Western Consortium Activities

25. Support for a Western Consortium collaborative language pedagogy workshop for \$1,200 in 2018 at UT and \$2,500 in 2020 at the University of Arizona. Costs may include materials and supplies, non-employee travel, and speakers' fees.
26. Online language institutes. Co-sponsorship of online courses in Beginning Kurdish. The Online Kurdish course is a new Western Consortium initiative offered by the University of Arizona. Each WC member will contribute \$2,500 to this program in years one through four.

5C. Course/Materials Development

27. Support for the creation of two new graduate Peace Studies courses within the humanities or cultural studies disciplines at \$1,000 per course.
28. Support for the modification of existing graduate seminars in humanities/culture to incorporate at least 30% Peace Studies content. Two courses at \$500 per course.
29. Global Studies Digital Projects Graduate Research Assistant. Working with multiple UT NRC applicants, this project position will place a diverse set of unique content on the Internet, establish a methodology for moving international digital resources forward at UT, and leverage deep partnerships between librarians and faculty to design and deliver instruction and outreach on digital methodologies. Each UT NRC will contribute \$2,551 per year.

5D. Outreach

K-12

- 29-32. Support for outreach initiatives for K-12 educators. Expenditures will include the purchase of materials and supplies, rental of space for presentations and workshops, non-employee travel, and speaker fees.
33. Acquisition of library materials for the Middle East collection at UT Austin libraries.
34. Support in year two for a pre-conference for outreach professionals at the 2019 NCSS annual conference, to be held in Austin, TX.
35. Support in years two and four for four teacher stipends. Teachers receiving stipends will participate in a CMES teacher trip abroad and write a lesson plan based on this travel.
36. Support for a partnership between Hemispheres, UTeach and the Harry Ransom Center which will result in an annual workshop, *Teaching from the Archives*.
37. Support for a part-time Refugee Student Mentor Program coordinator, who will manage volunteers and communicate with our school district partners.

MSIs/Community Colleges

38. Support for Austin Community College (ACC) Faculty Learning Community (FLC). Funding may be applied to the purchase of materials and supplies, stipends for ACC faculty participants, speaker fees, and non-employee travel.

39. Support for ACC Interdisciplinary Studies Academic Coordinator. This position will help support and promote the Interdisciplinary Studies program at ACC. Each UT NRC will contribute \$1,000 per year.
40. Support for the development of Huston-Tillotson University's (HTU) Global Studies major in the form of an annual course buyout for an HTU faculty member. Funds may cover the cost of a course buyout and necessary books for course development.
41. Support for an annual faculty retreat to support the development and expansion of HTU's Global Studies major. Funds may cover materials and supplies, rental of space for retreat, speaker fees, and non-employee travel.
42. Support for a variety of global events at HTU. Funds may cover materials and supplies, rental of space, speaker's fees, and non-employee travel.
43. Support for UT Rio Grande Valley's (UTRGV) Global Thinking Series, featuring globally focused lectures series, academic presentations, and cultural events at UTRGV. Funds may be cover materials and supplies, rental of space, speakers' fees, and faculty travel to UTRGV.
44. Area studies instructor to teach a Middle Eastern Studies course once per year at HTU, at a rate of \$9,000 per year.

Colleges of Education

45. Support for annual Critical Literacy & Language Summer Institute, a collaboration between Hemispheres and UT Austin's College of Education (CoE). Funds may cover materials and supplies, rental of space for workshop, speaker fees, and non-employee travel.

Outreach Media

46. Support for an Outreach Media Intern at \$15 per hour, 15 hours per week, at 32 weeks for a total of \$7,200 per year. The intern will create new outreach media materials such as short videos and social media visuals by using graphic design software such as AdobeSpark and iMovie. These materials will help entice K-12 educators and the general public to take advantage of our many outreach resources. The intern will help create short, easily consumable video clips about various aspects of the Middle East as a way to help educate the general public. The video series will be housed on the MES YouTube channel and linked to our web site.

5E. Academic Conferences

- 47-60. Support for academic conferences covering a wide range of topics for Middle Eastern Studies and Global Studies. Expenditures will include materials and supplies, space rental, non-employee travel, and speaker's fees.

5F. Lecture Series

- 61-76. Support for public lecture series. Expenditures will include materials and supplies, non-employee travel, and speaker's fees.

Foreign Language and Area Studies

A. Academic Year Graduate Fellowships

1. Tuition. Institutional payments for non-resident tuition for seven fellows at \$18,000 per year for a total of \$126,000 per year.
2. Stipend. Seven stipends of \$15,000 for each graduate fellow at a total of \$105,000 per year.

B. Academic Year Undergraduate Fellowships

3. Tuition. Institutional payments for non-resident tuition for four fellows at \$10,000 per year for a total of \$40,000 per year.
4. Stipend. Four stipends of \$5,000 for each undergraduate fellow at a total of \$20,000 per year.

C. Summer Fellowships

5. Tuition. Institutional payments for non-resident summer tuition for three fellows at \$5,000 per year for a total of \$15,000 per year.
6. Stipends. Three stipends at \$2,500 per fellow for a total of \$7,500 per year.